

THE SCHOOL JOURNAL

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No. 8

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The Growth of School Loyalty.

By JAMES BUCKHAM.

A bright-faced boy in a military school uniform walked briskly down the street of a New England city. His carriage was erect and graceful, his shoulders squared and thrown back, his head well poised, his step elastic and firm. The boy's whole bearing showed wholesome pride, self-respect, and the consciousness of representing something honorable and worthy. "There goes," said his teacher, pointing to the jaunty figure, "a good example of the modern schoolboy,—a result of the institutional *esprit de corps* which our educators have been trying to develop for the last twenty years. Three years ago that same boy came to school unwillingly, without interest in his studies or his school associations, a dull, lagging, reluctant, unambitious, compulsory pupil. See the change since then!—and all brought about by the cultivation of that school pride and school loyalty which, our educators have wisely decided, are the best means for rousing an interest in school life and work among children, and especially among boys."

The point was so well illustrated and enforced by this living example of school pride and loyalty that it seemed to me worth further investigation and study. The result is that I have become most thoroughly convinced of the incalculable value, as mental stimulus and moral helpfulness, of the *esprit de corps*, the school loyalty, so assiduously fostered in our modern educational institutions, both public and private.

I well remember what opposition there was, at first, to the introduction into our public schools of military training, and the adoption of uniforms and implements suggesting militarism. It was contended that the warlike spirit thus cultivated in our youth was demoralizing and retrogressive, a survival of barbarism; that the time was past for breeding soldiers or perpetuating the spirit that finds its satisfaction in armed force and bloodshed. Aside from the untimeliness and foolishness of this objection, as demonstrated by recent historical events, those who advanced it seem to me to have entirely misapprehended both the purpose and the practical results of the introduction of military training into our American schools. It was not, primarily, for the purpose of cultivating the warlike spirit, or producing a large body of young men trained from boyhood in military tactics. Such considerations might well and wisely have been subsidiary; but the main purpose was to unite the pupils of our schools in an organization that would rouse and stimulate in them a certain institutional pride and loyalty, a feeling of responsibility for the reputation and showing of the school they represented. This feeling, it was believed, would remove much, perhaps all, of the indifference and lack of real interest so conspicuous among schoolboys of a generation ago. And the facts certainly seem to have sustained the assumption.

The change, of course, is not entirely due to the introduction into our schools of military organization and training. Other agencies of a similar character have been employed to foster the same institutional spirit. No one thing, perhaps, has done quite so much as athletics to rouse and deepen school loyalty. And it seems to me that our educators have been eminently wise and far-sighted in ignoring, as a rule, the conservative outcry against athletics, and judiciously encouraging their growth so far as it was consistent with scholarship and

freedom from professionalism and brutality. It is undeniable that certain fine, manly, ennobling characteristics are developed by the practice of athletics; and not the least among them are the chivalry, the devotion, the loyalty to alma mater that characterize every school where manly out-of-door, competitive sports are made much of.

Whatever puts the individual into the background, and exalts and magnifies the institution of which he is a member, helps to feed this intense and wholesome spirit of loyalty, that is doing so much for the American school. As you magnify the institution, you stimulate the pupil to become more and more worthy of it. Loyalty has always been one of the most effective spurs to personal service and achievement. Teach your pupils to be proud of their school, and you will never lack occasion to be proud of them.



Aphorisms on Manual Training. II.

By SUPT. W. N. HAILMANN, Dayton, Ohio.

Older metaphysics contended for an intrinsic antagonism between thought and feeling, holding that the two exclude each other. To modern psychology, both lie in the same conscious act. As light and heat are born on the same ray, so thought and feeling are born at the same moment, when the first impression becomes the first sensation. Thought is the light; feeling the warmth. Thought beholds, and feeling rejoices or turns aside. The true, the beautiful, the good—in so far as we are concerned—owe their value to feeling. For thought, truth and error, good and evil, beauty and its opposite are equally attractive; feeling alone can turn them into life or keep them out of it. Thought makes us wealthy, feeling makes us rich. Yet without the wealth of thought, feeling could not raise us from poverty. Without thought, feeling is blind; without feeling, thought is dead. Thus the two do not exclude, but supplement each other. Thought finds what feeling seeks. Feeling holds fast what thought seizes. Both are one in efficient life.

Yet these two, thought and feeling, are unthinkable without the hand. The hand first taught man to separate himself in thought and feeling from his environment, to find himself, as it were, and to make the world his world. The hand first taught him to distinguish in thought and feeling between the inner and the outer, between the psychical and the physical, between his soul and his body. In short, it is the hand that enables man to feel and teaches him to think.

In this connection, it is interesting to note that the Latin *manus* for hand and the English *man* are derived from practically the same Aryan root *ma*, which in the case of *manus* means the measurer and in the case of *man*, the thinker. The significance of this becomes apparent when we consider that thinking is a mental measuring, just as measuring is a manual thinking.

Manual Activity Essential to Intellectual Development.

Manual activity is essential to mental development, both inward and outward. As the seat of the sense of touch and of the more delicate phases of the muscular sense, the hand is man's principal dependence in the exploration of his objective world, in discovery and experiment.

It is equally essential in the arrangement and modification, in the subjection and control of his environment with reference to individual and social requirements of existence and comfort.

It is indispensable in the work of self-expression, on which rests every step in the upward and outward development of man and in the onward evolution of the race. Every phase of the mental and spiritual emancipation of man from the thralldom of material necessity, from the inertias of heredity and from the tyranny of animalism depends in its ultimate realization on effective manual doing.

For this we need no clearer proof than the origin of language, that wonderful engine of thought and mental achievement. Comparative philology shows beyond a doubt that in its primitive roots, language rests on manual activity, on simplest doing with the hands unaided even by tools, on combinations of sounds symbolizing such acts as rubbing, scratching, digging with the hands, boring, holding, and the like.

You all remember the marvelous history of the Sanskrit root *mar* laid bare by Max Mueller. To this root, which originally meant rubbing between the fingers, he refers the Latin *molo* and the German *malen*, to grind; the German *mahlen*, meaning to paint; the *molar* teeth; the Latin *mollis*, soft; the Greek *melas*, black; and consequently our *melancholy*; the French *marteau*, the hammer, and our own *mortar* and *mill*; *Mars*, the god of war, and *mors*, death, both relentless grinders of mortal men; *mare*, the sea, grinding the shore; *marsh*, *murder*, *mellow*, *meal*, *morbid*, *nightmare* and many others.

Other equally significant lists might be adduced. I confine myself to but one more. From a Sanskrit root *skar*, meaning originally to scratch with the finger nail, we have such words as *scar*, *scratch*, *share*, *shear*, *sheer*, *shire*, *shore*, *scarce*, *score*, *scrip*, *scribble*, the Latin *scribo*, the German *schreiben* and the French *écrire*, all meaning to write; *scarf*, *shred*, and a host of others.

Even the highest words in human speech are so derived. *Speech* itself points back to a root meaning to *rattle*; *literature* to the act of *smearing*; *thought* to a *putting* or *fitting* together; *soul* to the act of *stirring* or *tossing* about; and the very *heavens* to the act of *bending*.

Fundamentality of Work.

Two organs, tongue and hand, are given to man, by which he may make his thought manifest. By what he says and does, his hopes and purposes, his aspirations and ideals, his inner possibilities, become outer realities. In work and speech, whatever there is in man of thought and purpose is revealed to himself and to his fellows in the measure of *his* skill and *their* power of appreciation, and this latter, in its turn, depends upon *their* measure of skill.

Thus, thinking, speaking, and doing—thought, speech, and work—are in their origin and development indissolubly interconnected. They are to each other somewhat in the relation of body and mind, essentially one—inseparable phases of the one conscious soul-life of man. The

one is unthinkable without the other. Neglect or deterioration of the one is sure to bring about the deterioration or decay of the other.

In their interrelations, however, work appears pre-eminently as a social and thought as an individual activity, and language as the mediating link between the two. Thru language, the thought of the individual learns to make itself one with the thought of a social group in work which is invariably related to some common social interest.

From these considerations it appears that manual training as an educational factor has deeper roots than the transient industrial needs of our time. These roots lie in the eminent nature of man, in the demand for his full, all-sided development in individual and social relations. In this sense, manual training is as much a need of the professional and literary man, of the merchant and clerk, of the capitalist and landowner, as it is for the artist and artisan, the laborer and farmer.

Indeed, among the high and holy thing of life, work is, perhaps, the highest. Without it the remaining phases of soul-life, thought and speech, have no meaning or reason for being. The very essence of work is creativeness, the imposing of the law of the worker upon his environment.

Moreover, work imparts somewhat of its own character to all it touches. It projects into the material things of this world the creative spirit which is its soul, spiritualizes them, as it were, imparts to them value on a higher plane of being.

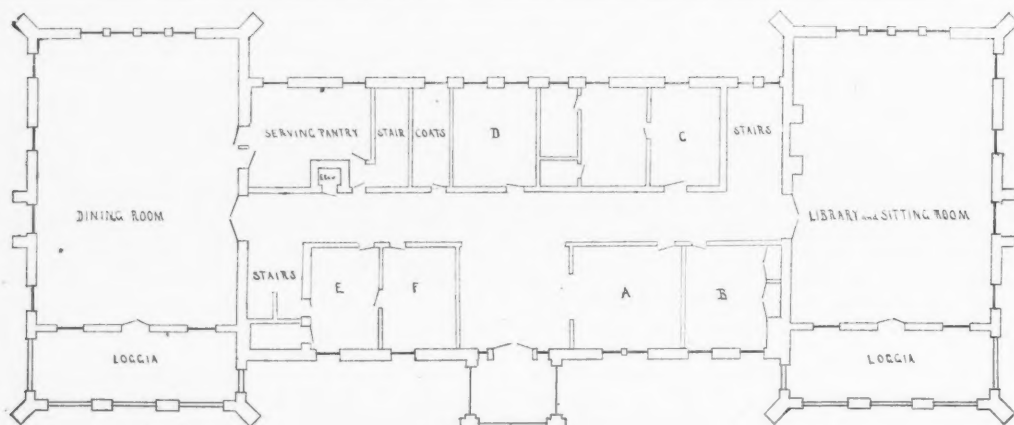
Behold a lump of hideous coal, and note the wonderful transformations it undergoes in the hands of work. Note how beneath the magic touch of work, the shapeless block of marble shines forth the living embodiment of some deep yearning, some high ideal of beauty, a Galatea charmed into life to crown her maker's love.

Work conquers the world for man, compels it to serve the spirit that dwells within him, makes it one with him. Without work, language and thought, brotherly love and the spiritual development of man are unthinkable. War and strife, human wretchedness and crime, ignorance and selfish greed have no keener foe than work. The very Savior of man is the carpenter's son.

It is true that in the trinity of full-life, thought and speech are indispensable, that work can not live alone. Yet work represents the ultimate of this trinity, that by which life endures and compels all other life to serve its law.

(To be continued.)

This number of THE SCHOOL JOURNAL is sent to the principals of all the large private schools of the country to invite those who are not yet subscribers to become acquainted with its character and scope. The subscription price is \$2.00 per year for 50 weekly numbers. Many managers of private schools have found it to be a good investment to subscribe for all of their teachers.



Floor plan of the Lois Durand Hall, Lake Forest College.—A dormitory for young women. (See view on page 192.)

Advertising a Private School.

By CHARLES AUSTIN BATES.

The method of advertising a school should be a good deal like that of making a hare pie.

In the pie formula "you must first catch your hare," and in successfully advertising a school the first essential is a good school.

A school is best advertised by its product.

The graduates of a school advertise it not only by reason of their accomplishments or lack of accomplishments, but by reason of their good or ill will toward it.

I believe that the general tone of a school and its social characteristics are more important to the average parent, than details about the curriculum.

Most parents will believe that the course of study and

What the average parent wants is a school that will make self-respecting, self-possessed, useful men and women of his children.

Very few men and women have need in their social and business lives for any great amount of technical information or "book-learning." If the school training they receive is such as to give them general information, to brighten their wits, make their minds alert for what is going on about them, and above all things to keep both minds and bodies healthful, it has accomplished the best that can be demanded of it.

It is the schools that do these things successfully that parents are looking for.

Just how and how much a school should advertise must of course be determined by its size and location. As in most businesses, it is better for a school to advertise too much than too little.

The cost of running a school is about the same whether there be forty pupils or sixty. If the capacity of the school is sixty, enough advertising should be done to fill it.

If the money received from forty pupils will pay the expenses of the school, then the amount of money paid by each additional pupil will be practically all net profit, and even if fifty per cent.



St. John's School

A preparatory school for college, technical school—or life. Military training; moral discipline. Splendidly equipped, amply provided with the most modern educational appliances. Write for illustrated catalogue.

COL. WM. VERBECK, Principal, MANLIUS, N. Y.

Adv. from the August Century.

the method of teaching in most schools are all right. What they more particularly care to know is the social and moral atmosphere with which their children will come in contact. These things are hard to tell in an advertisement or in a booklet, and yet they should be told, or at least plainly implied.

A few years ago private school advertisements in magazines were nearly all alike, but now for the past two or three years these announcements have been growing and gaining in individuality. Considerably more attention has been given to the surroundings and social life of the school.

of the amount paid must be expended for advertising in order to get the pupil, it would certainly be wise and profitable to spend the money.

A good descriptive booklet or catalog is an absolute necessity for every school, however large or small.

This catalog should be made complete. It should give every bit of information about the location of the school, the surroundings, architecture, furnishings, studies and methods of teaching, the opportunity afforded for recreation and amusement. If it be a boarding school, the character of the food and the way it is served should be given attention.



The Castle.—Main Building, Miss C. E. Mason's School for Girls, Tarrytown, N. Y. (This illustration is given as showing the attractiveness of originality in a school building.)

Photographs of the school, of its principal rooms, and probably of its surroundings, should find prominent places.

It is impossible to be too explicit or to use too many words, provided the words are all used to convey information about the school.

This catalog should be sent in answer to replies from newspaper advertising, or to a selected list, or to names furnished by present pupils or graduates.

Before any advertising is done in magazines or news-

MT. PLEASANT MILITARY ACADEMY

- SING-SING-ON-HUDSON, N. Y.

86th year. Refers to the Hon. Joseph H. Choate, Ambassador to England; Dr. Hamilton W. Mabie, Editor of the Outlook; and Mr. Chas. B. Hubbell, formerly Pres. Board of Education, New York City.

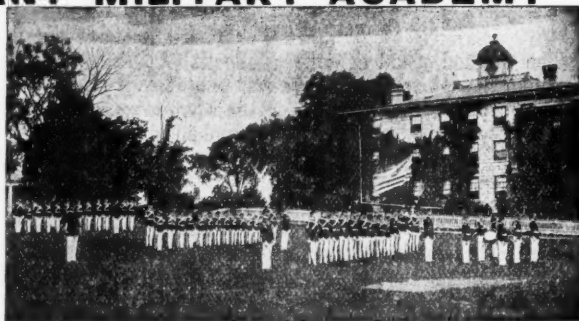
Thorough military training combined with the most careful instruction and the best and most helpful home influences.

Fifty minutes from New York.

Preparation for all Colleges, Universities, Technical and Government Schools and business. Completely equipped Library of 12,000 volumes; gymnasium newly fitted out by Spalding; Armory 50 ft. x 150 ft.; large playgrounds.

The increase in numbers has compelled the Principals to open a Cottage Annex for the accommodation of large boys. Each boy receives individually our personal care.

For our beautifully illustrated Year Book, address C. F. BRUSIE or A. T. EMORY, Prins.



New York Military Academy.

Cornwall-on-Hudson.

This Academy is located upon its own beautiful estate of thirty acres near the village of Cornwall-on-Hudson, in the Hudson River Highlands, four miles above West Point. Cornwall has long been famous as a health resort, especially for sufferers from lung, throat and catarrhal troubles, and is a quiet residence village with no saloons or factories. The school, since its foundation, has been entirely free from malignant disease and has never had an epidemic of any kind. All the water used comes from artesian wells bored far into the underlying granite, and the milk is tested regularly and is the entire product of a regularly inspected dairy.

The officers of the Academy believe they have demonstrated that a thorough military organization is conducive to the highest grade of scholastic work. The habits of promptness, neatness and obedience formed by the cadets under such a system, and their magnificent physical condition, lead to a mental activity and discipline quite extraordinary. The Academy is primarily a preparatory school for college, and the thoroughness of the work of instruction is best attested by the fact that it is now represented by its graduates in the army, navy and over twenty of our best colleges and universities. The curriculum also includes an Academic course for boys who do not expect to enter college, and a Commercial course.

The cadets, who represent families of culture and refinement, form a remarkably fine body of young men and boys, and come principally from the New England, Eastern and Middle Western States, though all sections of the country are represented.

Bard Hall, the department for young boys, is practically a separate institution. It has its own building, playgrounds and faculty, and is completely equipped for its work.

Every provision is made for proper exercise and amusement. The athletic field contains perfectly graded base-ball and foot-ball fields, tennis courts, cinder tracks, jumping pits, etc. The Golf Club maintains an excellent nine-hole course, and the Boat Club has a comfortable boat-house, shells and barge. All sports are conducted under experienced athletes and coaches.

The illustrated catalogue of the Academy will be sent upon application to the Superintendent.

papers, it must be determined from where it is most likely pupils will come. It would certainly be a waste of money for a military school in Kentucky to advertise largely for pupils from New York. A school in Kentucky should naturally look to Kentucky and the states immediately surrounding it for all of its pupils. This is true of any school anywhere, unless it be a particularly large and well-known institution.

In this I am considering more particularly the boarding school, because, naturally, schools that take no boarders must expect local pupils, and should advertise in local newspapers, if in newspapers at all.

Schools of such size and location as seem to make the entire country their field of operation, may well afford to advertise liberally in magazines of the better class.

I find three conspicuous advertisements in the *Century Magazine* for August. Each has its good points.

The one of St. John's school is easily the most prominent, but at the same time there is in it less of interest than in either of the others. There is practically no definite information given in this advertisement, and it is published apparently with the object of merely inducing requests for the catalog.

The advertisement of Mount Pleasant Military academy is stronger because it gives more information, and it is made particularly effective by the prominence that it gives to the school's references.

The advertisement of the New York Military academy needs only a picture or two to make it a practically perfect announcement of a boys' school.

By reading the three advertisements one is impressed with the idea that while the other schools may be first-rate and may have admirable equipment, the New York Military academy certainly has every convenience and every condition that a first-class school should possess. After reading its advertisement one is certain that this is a pretty good place for a boy to be, and that he is likely to go away from this school with a good body, good morals, and with an amount of learning proportionate to his abilities.

That is the impression that a school advertisement should leave in the reader's mind. Along with this impression will surely come the desire for more definite knowledge, and that will produce a request for a catalog.

That ends the advertising. That is all advertising can do. It places the one who has in communication with the one who wants. The rest is usually a matter of prices and terms.

NEW JERSEY, Montclair.

MONTCLAIR MILITARY ACADEMY.

All study hours are under the direction of masters, who lend wise assistance and help boys to acquire the student habit. The classes are small, and each boy is made the subject of special study. Extensive playgrounds and a large gymnasium with a special instructor. Boys are prepared for any college or scientific school. Especially cordial relations with Princeton University. Catalogue on application to

J. G. MACVICAR, A. M., Head Master.

Favorite Advertising Mediums of Private Schools.

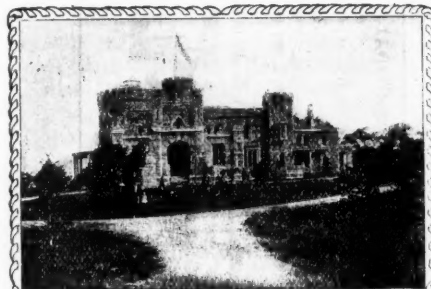
An extensive inquiry among private school principals reveals the interesting fact that the leading monthly magazines of the country are, by a majority of them, considered the most profitable media for announcements. The *Century Magazine* seems to be the general favorite, to judge from the replies received. *Harper's Monthly* follows; the *Review of Reviews* and the *Atlantic Monthly* received an equal number of votes. The sectarian schools and those depending for their supply of pupils upon particular denominations declare almost unanimously in fa-



INDIANA, Indianapolis. Girls' Classical School.

18th year opens September 26, 1899.
Prepares for all colleges admitting women.
Eighteen instructors. Special courses. Music. Art. Physical Laboratory. Gymnasium. Household Science. Accommodations unexcelled.
THEODORE L. SEWALL, Founder.
MAY WRIGHT SEWALL, Principal.

vor of all-the-year-round advertising and notices in the denominational weeklies. The sample advertisements given in this number are selected from the August number of the *Century*. A collection has been made from among the most striking ones.



The Castle

MISS C. E. MASON'S
Suburban
School for Girls
40 minutes from New York City.

Crowning one of the most beautiful heights of the Hudson with a thirty-mile view of the river, The Castle represents an ideal union of school and home. Perfect in equipment, thorough in method, affording all the advantages of close proximity to the academies of Art and Science of New York City, and yet envied by the most beneficial influences. Every requisite conducive to healthful comfort, and to the highest attainments of true womanhood, is utilized to the best advantage at The Castle. The curriculum is broad and comprehensive; the method of instruction is based on the most approved ideas of modern education; the results are attested by prominent patrons in all sections of the United States.

If you would like to know how The Castle looks inside and out, who are its students, how they live, and what they study, an illustrated book of description will be sent upon request. Write for illustrated circular "A."

Miss C. E. MASON, LL. M.,
Tarrytown-on-Hudson, N. Y.



Harcourt Place Seminary

For Girls. The highest intellectual advantages, a beautiful and comfortable home on a hilltop eleven hundred feet above sea level, a bountiful table, and careful attention to all that pertains to good health, thorough mental training, refined manners and the best general culture.

Special finishing courses for High School graduates and others who wish to supplement their previous training by a year or two of further study with special attention to manners and accomplishments.

An Academic course without Latin, Greek, or Higher Mathematics, giving a symmetrical education well suited to the practical needs of life.

A College Preparatory course, the graduates of which are admitted to Wellesley, Smith, and other colleges without examination. One-half of the Ohio girls who were graduated with honors from Wellesley college year before last were prepared here.

Exceptional advantages in Piano and Vocal Music and in Art.

Several scholarships reduce the cost one-half to a limited number of earnest and refined girls. For catalogue and Gambier views, address
Mrs. ADA I. AYER HILLS, B. A., Principal,
GAMBIER, OHIO.



Every Inch a Soldier

The boy who would win in the battle of life must possess the best qualities of the soldier. The military training and discipline at Kenyon Military Academy inculcate habits of order, obedience, punctuality—enforce systematic exercise, promote health and good manners.

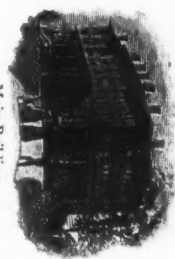
Kenyon Military Academy

a preparatory school of the highest class, fits boys thoroughly for college or business amidst beautiful and refined surroundings.

Full particulars are contained in our illustrated catalogue. Mailed on request.

HILLS and WYANT,
Regents,
Gambier, O.

RIVERVIEW ACADEMY



Overlooks the Hudson. Its beautiful location, healthful surroundings, thorough equipment and masterly methods have made it noted among the secondary schools of the country. Men famous in every branch of professional life—Judges, Bishops, Doctors of Law, Medicine and Divinity, College Professors, etc., have received their early training at Riverview during the 44 years of its experience in the training of boys. Prepares for any College, Military School or business life. Military discipline. Send for catalogue to the principal.
J. H. Bissell, A. M.

Outdoor Life At Asheville College for Girls

creates the best possible foundation for indoor study. Good health means active brain. The best possible conditions for sound physical health exist at Asheville College for Girls.



Success in Private School Work.

In private schools, as elsewhere, success is the great *desideratum*, yet only a small percentage attain to it in these days of sharp competition in all departments. Those who do may not always be able to state exactly to what their ascendancy is to be ascribed. But their experience is a golden source of good counsel, in any event. Following the practice of last year, the editor requested a number of the leaders in private school work to give to other workers in the field the benefit of their best thought upon a vital problem. The question proposed this time was, "What, in your opinion, is the prime essential element to success in the building up of a private school?" The response was ready and generous, and hearty thanks are extended to all who aided in bringing together this symposium. It was to be expected that a large number of the successful teachers should reach the same conclusion. This necessitated the omission of several letters. The following are given as a fair summary of the replies.

One point which seems to have been overlooked by some of the writers is that the principal of a private school more than anyone else, must have an intimate acquaintance with the educational wants of the times and the best thought concerning their fulfillment. They ought to be close readers of the educational periodicals and books that portray progress in the field of education most judiciously.

The Best for the Money.

The essential of success is the one great ideal—the same for public and private schools—the same for all sorts of honest business—the determination *at all costs* to furnish "the best for the money"—the money in this case being not silver or gold, but that most rare coin in all of the world's treasures—the pupil's youth time. If the directors of a school have once been rightly impressed with this great value the pupil is bringing, they will henceforth care more for what they give him than (alas, so often the case) what the school shall get for its services. This is essential. No good work can be done without this supreme sense of the value of what the youth is putting into their hands, and no success can come without good work. This is, I repeat, the essential—nothing else is essential.

If you ask next what is a most important secondary factor of success, I answer from my own experience of over thirty years' work in private schools, the *personal interest* of some teacher, who takes the trouble to ascertain the heredity, previous environment, and individual powers and tastes of a pupil, and then uses common sense in leading her up to her best. Interest begets interest and, presently, confidence, and gives each pupil a valuable friend as well as a good teacher. If one must choose, I should say this intelligent friend is more valuable than the mere teacher, no matter how good. It helps us older folks to

know that some wiser, stronger, higher-up friend takes an interest in us, and we are stimulated to measure up to that friend's hopes for us. Much more are the young so helped to reach the best of which they are capable. So called "education," that does not reach this point in its dealing with and influence over the young, falls far short of its opportunity and its duty. Many teachers excuse themselves from this by saying, "I must have my time for my own work, so that I may be of the greatest use to my pupils." He does not see that no other helping of a pupil can begin to equal in value the personal acquaintance and uplift for which I plead as not only a pupil's great good, but her *right* at the hands of those who undertake to give her her life-direction, so far as school is concerned.

Teachers are apt to get selfish—to get absorbed in their special departments, and claim they can do the world more good by delving into their abysses than by the passtime, as they regard it, of this close acquaintance with their pupils. But they are wrong—no new theory of the cosmos will ever so benefit the world as the right seizing of a soul for righteousness and for strong living while it is in its formative stage.

It were a greater art and a greater success to form one Alexander than to conquer the world. For Alexanders go on reproducing themselves, and world victories—what are they? What is a new Satellite for Jupiter compared with a soul taught to look at the stars when it

has been thinking all the world's good is in the dirt at its feet? To trace a new law of life in a fresh mind is better than to trace the canals of Mars—some machine can do that.

If thou hast the divine gift called sympathy and can put a tender hand upon a tender soul and make it to look up and be glad to look up, to enjoy looking up, if thou canst sow ambitions for high and noble and unselfish living, that is thy highest mission—none is greater, none more like the Creator. Leave Iota Sunscripts and past Aorists to those poor scholars who have not the divine gift. Be thou this teacher!

C. C. BRAGDON,
Lasell Seminary for
Young Women,
Auburndale, Mass.



NORUMBEGA TOWER.

The nearness of Lasell to Boston affords abundant opportunity for pleasant and profitable excursions. A visit to Concord, Salem, Bunker Hill, or Plymouth is a lesson in history; a walk to Norumbega Tower, which is near, suggests the question as to the early settlement of America. A ride to a pottery, to a well-stocked aquarium, or to Hunnewell's Gardens, gives a lively object-lesson. The Art and other Museums of Boston and Cambridge are very helpful in their varied departments.

Lasell Seminary for Young Women, Auburndale, Mass. (ten miles from Boston)

In his "Sesame and Lilies," Ruskin set forth an ideal of womanhood which has remained the despair of educators. Happy, healthy, helpful women, modest, responsive, and sympathetic,—that is Ruskin's ideal. In general no individual or institution can hope to achieve this standard, but there is at Auburndale, in Massachusetts, a shrine where the ideal shines.

Lasell aims at training happy, healthy, helpful women. Happy women its girls can hardly help becoming, for Lasell has the very breath of happiness, and three years of being happy makes the habit permanent.

Its girls are healthy, too. "I can always tell a Lasell girl when I see her," once said a clever Boston society woman, "by her graceful walk, good color, alert mind, and charm of manner." Of course Lasell girls are healthy: they live in a cheery, breezy place, near tennis-courts and basket-ball standards, and with the beautiful Charles River close at hand, stretching splendid canoe-courses between its historic banks.

The girls of Lasell grow into helpful women; for the spirit of self-help and service and prudent direction of household matters lives in the Hall and makes part of the deliberate course of training.

After all, perhaps the highest test of helpfulness comes in sympathetic understanding. Here we are re-



THE OLD WESTON BRIDGE.

mindful of the wise distinction Ruskin made between the intellectual training men should have and that which women should have. Men, he said, should be trained for mastery of principles and details; women for less exact but more responsive understanding. That is the conception Lasell has held in mind. It has tried to fit girls for helpful, companionable lives; to make them not primarily philologists nor biologists, mathematicians nor classicists, but responsive, alert-minded women, to brighten and sweeten lives and homes.

Under such conditions students do not merely learn, they absorb knowledge; it does not reach their memories alone, but their imaginations, and reacts in character.

Regular expense for school year, \$400. For illustrated catalogue address (mentioning *THE CENTURY*)

C. C. BRAGDON, Principal.

Places are now being taken for the year beginning September, 1899.

Perhaps no girls' school in the country advertises more extensively than Lasell. The ad. which is here reproduced appeared in the *Congregationalist* of Boston and other periodicals, weekly and monthly.

Several Points Worth Considering.

To make a success of a private school that attempts to do the highest grade of academical or even college work, requires executive power that if used in almost any other line of business would almost certainly prove more remunerative to the possessor.

It is assumed that the private school is a boarding school; that is, one in which the majority, if not all, of its pupils live with, and are controlled by the principal of the school at all times. This work divides itself into four parts, the academical, or strictly school work, which does not differ materially from the work done in the ordinary schools or colleges; discipline, under which is included all that part of a pupil's life not actually spent in the school-room, his life on the playground, his study hours and his sleeping, in other words, the most important part of a pupil's life, because it is that part that pertains mostly to character building; third, the household arrangements, such as the table and the buying therefor, the servants, and everything that pertains to the home life. One may be a success as a manager in every other way, and failing to properly appreciate the demands of a young person's stomach, he would make a failure in this particular line of work. One must not only be a good buyer, but must be thoroly familiar with every detail of the household work from the kitchen to the garret. Of course he is supposed to have competent assistants in all branches of his work, but the master himself must not only oversee everything, but he must know when anything in any department is going wrong.

Lastly, one must know how to handle that great modern engine of the business world called advertising. I believe I am perfectly safe in saying that ninety-five per cent. of the money, if not more, spent in advertising is just so much money wasted. To assure yourself of this fact, it is only necessary to consult the advertising pages of the leading magazines, where you will see a monotonous succession of the so-called advertisements as much like one another as it is possible to be, considering that the schools have different names and different localities. I do not consider such advertising worth five cents; there is absolutely no information conveyed by the advertisement except that it is for boys or for girls, as the case may be, and that it is located in a certain place. What is there to attract the attention of any parent in a particular school in this long list?

Supposing, however, that one has an attractive advertisement and that he receives a satisfactory number of calls for catalogs from his advertisement, the work is not then done; it is only begun; the catalog itself must be an advertisement, a work of art from the printer's standpoint, and a *vade mecum* of information for the parents, not a mere description of the course of study and the amount of time given thereto, but a real, live description of the methods employed by the school and the lives lived

by its pupils. But this is only one part of the advertising; letter-writing, the booklets and other information sent out according to a system, which must be devised by each man himself, is an essential part of the advertising. In this department of the work especially is it true that "keeping everlastingly at it brings success."

From the above hastily written and almost disjointed paragraphs one may gather the idea of what it takes to constitute success in the private school work. If one does possess the ability as therein outlined, there is no department of school work that pays so well. There is no man in the United States who makes as much in a year as the president's salary amounts to, that is, fifty thousand dollars.

C. W. FOWLER.

Supt., Kentucky Military Institute, Lyndon, Ky.

Devotion to the Work.

The private school being dependent for its financial success upon the attractions it can offer, is open to the temptation of appealing to those instincts and desires in present and prospective pupils which will induce with them a popularity. This is not success in any true sense. Nothing can be called by that name which does not set first in value the highest spiritual welfare of the pupil. The intellectual and physical well-being must of course have their just place to secure this. The financial result, tho a necessary factor, must play a somewhat subordinate part.

There is no prime essential to success in this work, so many are the conditions which could be counted of parallel worth in the enumeration. It is a Christian ministry in itself, and should call for the most thoro training and the most earnest consecration. The teacher must give his life to his pupils: he must love them. In the private school he has opportunities which involve almost every phase of their life and development, and he must meet and influence them at every turn in the knowledge that they will resist and misunderstand; that is common experience to all teachers, and they who love most and have the most to give must feel the smart the worst. Meanwhile these heedless and repellent ones who little know what is passing in them are absorbing and assimilating the best influences of their sweet environment, and unconsciously storing it up till their time of ripening. Then they know. Then they make glad acknowledgment of the treasures that were expended for them, and are in their turn ready to give their wealth in the true spirit of sacrifice.

This is the end to work for, and is a measure of success. In the everlasting records this is written down; there is no room on those pages for recording the spurious successes from appeal to lower motives.

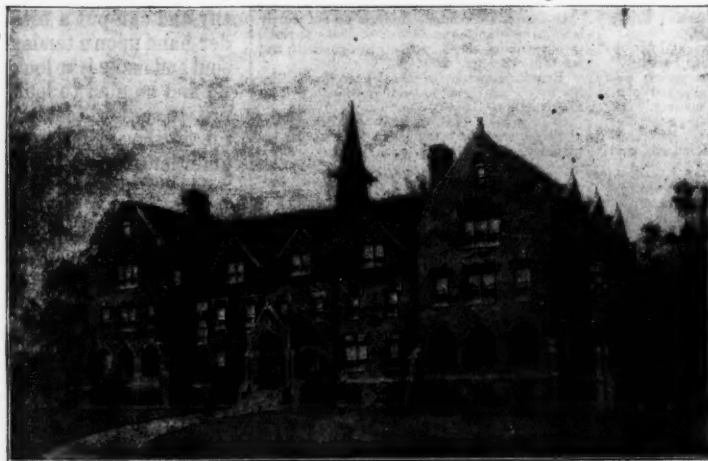
Our worth is measured by what we are willing to give. Let us keep our vision unclouded, and our ideals among the stars. They shall yet become real.

FREDERICK S. CURTIS.

The Curtis School, Brookfield Center, Conn.

Honesty Necessary for Permanent Success.

To succeed in these days of the New Education, a private school must have accommodations especially adapted to school purposes, and well-paid, and, therefore, excellent teachers. Competition between private schools has never been so keen as at present, and never has the public been so generally intelligent in educational matters. A school must be solidly good. A few wealthy friends and the necessity for supporting oneself are rarely the reasons for the starting of the modern school. Schools so begun have in some instances gained success at the present writing, but the cause has been the complete adaptation of the means to the end. A "fashionable" school, so called often gains temporary success without



The Lois Durand Hall Lake Forest University, Dr. James J. K. McClure, President

giving real education in return for its tuition. Permanent success is the reward of *honest* private schools, and there never have been so many of them as now.

JOHN MACDUFFIE, PH. D.

School for Girls, Springfield, Mass.



MISS MARY ELIZABETH FARSON,

Recently elected superintendent of District No. 8, Chicago, to succeed Mrs. Ella F. Young. Miss Farson is a native of Ohio, but has been connected with the Chicago schools since 1879, holding the principalship of the Brown school for eleven years. Her election to the superintendency gives universal satisfaction. She is energetic, progressive, thoroly familiar with all divisions of school work, an excellent disciplinarian, and has won the friendship of hosts of her fellow teachers.

Four Requisites.

I consider the four following requisites "the prime essentials to success in private school work:"

2. Natural qualifications or fitness for the work. *Magister nascitur, non fit.*

2. Acquired qualifications—those secured by study and experience.

3. Devotion to the work.

4. A good character. "Precepts may lead, but examples draw."

J. WM. KNAPPENBERGER.

President College for Women, Allentown, Pa.

Qualifications of Principal and Corps of Instructors.

I consider "the prime essential to success in private school work" to be the maintaining of a corps of instructors, who, by their natural attainments, energy, and culture are able to carry forward a high grade of educational work, which will compare favorably with that being done by the best state institutions and also meet the demands of people of wealth and culture, who prefer to patronize the private schools.

A. H. FLACK.

Principal The Hudson River Institute, Claverack, N. Y.

Given a good and modern equipment of buildings and appliances, and a full and able faculty, the first essential to success in a "private school"—a boarding seminary for young women and girls is:—the attractive and pervading personality of an elect lady, Christian and cultured, who knows thoroly the fashionable world without being its vassal, who not alone by her charming conversation, her wise sisterly counsels, and her frequent lecture talks, but by her visible presence, as an object lesson, eliminates vulgarities and crudities and molds and forms the minds and manners and characters of all her girls.

JOSEPH E. KING.

President Collegiate Institute, Fort Edward, N. Y.

The confidence of patrons in the ability, integrity, and sound judgment of the principal.

W. C. JOSLIN.

Principal Clinton Liberal Institute, Fort Plain, N. Y.

Other things being equal,—in matters of housing, of educational appliances, healthfulness and beauty of situation, competency of teachers, etc.,—that school will be most successful which has for its head a man or woman who holds it in fee from God Almighty, and looks upon himself as but the willing instrument in God's hands to hasten the coming of His kingdom. Aside from the result of such an one's teaching, viz., the symmetrical development of the child's triune nature—physical, mental, and spiritual,—so implicitly do I believe in God's personal conduct of the affairs of His world, that I cannot see any other possible outcome of such a venture but success.

LUCIA OLCOTT STREETER.

Principal Wolfe Hall, Denver, Col.

The world has not changed in its demands. The prime essential to success in private school work is now, as is



The reception room and a dining-room of Miss C. E. Mason's School for girls. Tarrytown, N. Y. This illustration is given as showing how cozy and homelike a dining room may be made, even in a boarding school.

ever has been, thoroly capable teachers. By this I mean teachers who add to superior intellectual gifts especially trained for this work, those inborn characteristics of mind and soul which are always the mark of a truly great teacher. The successful private school is the one where men and women of strong character find and cultivate that which is best in the character of each pupil under their charge.

R. W. SWETLAND.

President Peddie Institute, Hightstown, N. J.

In answer to your question "What do you consider the prime essential to success in Private School work?" I can simply state that it seems one—the personal character.

E. A. MEANS.

Principal Abbot Academy, Andover, Mass.

A private school, to be highly successful, must have strong personality and thoro scholarship in the faculty, good judgment and energy in the management, and the spirit of hard work and manliness in the student body.

W. M. IRVINE.

President Mercersburg Academy, Mercersburg, Pa.

The Future of the Business College.

By GEO. E. MORRILL, Watsonville, Cal.

The alert and progressive business schools of the day have an exceedingly bright future, but that future depends upon the ability and tireless devotion to duty of the principal and assistants that form the teaching personnel of the school.

As the world advances scientifically as well as commercially, so our qualifications are in the same proportion advancing to keep step with the music of the onward march. Our business educators have apparently lost the step, the music of progress has left them a good forty rods behind, and there is nothing left them to do save the awakening from that contented sleep, by turning the searchlight of reform and progress into the schools and among the instructors. The limited success of the business schools of the past and present may be attributed to these three agencies: Cheap schools, cheap teachers, and cheap students.

The future of the business college will depend upon how long this menace is to confront our schools and jeopardize our success. The sooner a decisive blow is struck against these agencies, the sooner will the business man be compelled to recognize and acknowledge the paramount necessity of the business college.

My humble opinion is that commercial schools should not be managed on the assumption that every boy who goes thru them will be a bookkeeper or a merchant. No man is as safe without a good business education as he is with one, and the better the business education the better the chances for a business career.

No applicant should be admitted to the business college who has not a good common school education.

In my opinion, the course of study is not complete unless the subjects of civil government and political economy are added. The course of study we want must at least extend over a period of ten months, and be replete with those subjects, a knowledge of which will lead one to the cultivation of a grander, nobler citizenship in addition to the bare fact branches at present in vogue.

The schools of the future must be supplied with instructors that are capable, broad-minded men, educated for the profession and recognizing the responsibility resting upon the shoulders of a conscientious teacher. I thoroly believe that no one is fit to teach in a business college who has not a sound character and a cultivated mind.

When these defects are remedied, the business college will take upon itself new life, the business age will endorse it, and the educated people will welcome it into the educational fold.

Summary of paper before Business Department, N. E. A. July 14.

School-Girl Life a Hundred Years Ago.

A century ago it was the custom in England, far more than is the case to-day, for girls to be sent to boarding schools, and that at an early age. E. M. Symonds gives in the *Girl's Realm* a description of the boarding school girl of those days. The writer says that the fees, except in the most fashionable schools, were low, twenty-five guineas being a usual charge for ordinary boarders, forty guineas for parlor boarders, and fifteen guineas for half-boarders, who assisted in teaching the little ones and keeping the wardrobes in order.

"Let us imagine a girl setting out for school a hundred years ago," continues the writer. "In all probability she had a long and fatiguing journey before her, since the stage-coach took a couple of days to cover a distance that can now be performed in six or seven hours. There were more dangers, too, on the road, for tho there might be no accidents as terrible as a railway collision, there was always a chance of a horse falling, a part of the harness breaking, a wheel coming off, the roads being rendered impassable by floods, or the coach being stopped by highway robbers. The girl of that date never traveled alone, not after she was grown up; she was always escorted by her father or elder brother, or put under the charge of friends.

"Her dress would not strike us as very suitable for a traveling costume. If it is the winter time she probably wears a plain and scanty frock of dark cotton or gingham, with low neck and short sleeves, a cottage bonnet trimmed with sarcenet ribbon of the fashionable "Garter" blue, a blue cloth great-coat, or pelisse, sandal shoes, long chamois gloves tied above the elbows, and a muff nearly as big as herself. In her trunk she has a feathered bonnet and a couple of pretty spotted muslins, with smart ribbons for Sundays and holidays.

"Our heroine arrives at her destination with a sinking heart, for schools in those days seldom pretended to offer the pleasures and comforts of home, except, perhaps, to the parlor boarders. The school mistress thinks it necessary to maintain a solemn look and severe demeanor; the school-room is chiefly furnished with maps, blackboards, globes, hard, narrow forms, and the most uninviting of lesson-books. The bed-room has to be shared with several other girls—it was not unusual for three to sleep in a bed; the windows are kept shut, for the night air is considered unwholesome; and no baths are to be seen, since a hand-basin, supplemented, perhaps, by a tub once a week, is supposed to fulfil all the necessary requirements of cleanliness. But our school girl would take these toilet arrangements as a matter of course, for she is not accustomed to anything much better at home.

"The food is a question of much more importance to her, tho about the quality of that she is not very particular as long as she can get enough to satisfy her healthy appetite. Plain living was the fashion in those days, even in wealthy households, a fashion set by George



Birthplace and Grave of Mary Lyon, Founder of Mt. Holyoke Seminary, the second oldest institution for the higher education of women in America.

III. and Queen Caroline. . . Our school girl is given thick bread and thin butter, with milk and hot water, for breakfast and tea; beef and mutton, with pudding on certain days in the week, for dinner; and a slice of dry bread for supper, if she desires it. This fare, as long as it is not considered 'ungenteel' to ask for a second helping, is well enough for a healthy girl, but the delicate girl often suffers tortures from the fact that she is expected to finish what is on her plate. Nature tells her to reject fat and gristle, and, perhaps, boiled cabbage or suet pudding, but she is called 'naughty' if she leaves anything on her plate, and bidden to think of the poor little children in the street who would be thankful to have such nice food. All girls, strong and weak, nervous and phlegmatic, were treated alike in those days, and not allowed to have any 'nonsensical fancies.'"

[The First Public School.

The Boston Latin school is now nearly 264 years old. Says a writer in the *Boston Transcript*:

"In 1635 the people of Boston met and agreed to call upon 'Brother Philemon Pormort' and persuade him to take charge of a school 'for the teaching and nourishing of our children.' Brother Pormort appears to have consented, for not long after the first public school in America was opened. It was not originally a free school, a small fee being charged which was remitted in case of all who could not afford to pay it. The bulk of the expense fell upon the town which set apart the rent derived from Deer Island and other islands in the harbor for its maintenance and support.

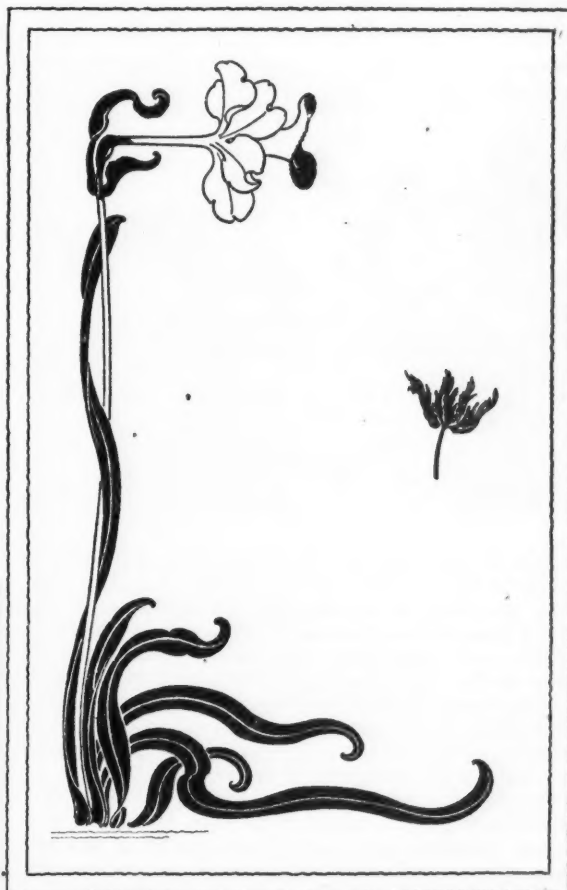
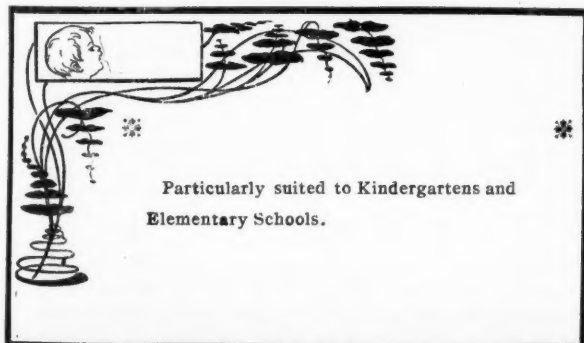
"The first school-house was built on School street, just off Tremont and in the rear of the site of King's Chapel. Here it stood until 1748 when it was moved to the spot

where the Parker House now stands. Nothing is now left of the old school building except its massive key which is still preserved by the city. The school for several years inhabited quarters in Bedford street, until in 1881 it moved to its present location in the Back Bay district.

"The Latin school has been particularly fortunate in its long line of able head-masters. A number of men of great educational ability have held the position. One of the most interesting of the early Puritan teachers is Ezekiel Cheever, author of 'Scripture Prophecies Explained,' who took the keys of the Latin school into his hands in 1670. Cheever's strong point, in the opinion of his contemporaries, was his ability to uproot in the youthful mind any seeds of heresy. One of his pupils describes him as a man 'who wore a long white beard, terminating in a point, and when he stroked his beard to the point, it was a sign for the boys to stand clear.' In spite of his austerity, Cheever was greatly beloved, and when he died at the age of ninety-four, his funeral was attended by the whole town, nearly all the inhabitants of which had been his pupils.

"Nathaniel Williams, who followed him, was surgeon and preacher as well as schoolmaster. He started a revolt against the excessive time given to the classics and succeeded in making the course of study in his school much broader than in most institutions of the day. Benjamin Franklin was one of his pupils and it is not unlikely that the worldly philosopher got some of his practical bent during his Latin school days.

"In the days just before the Revolution John Lovell was head-master. He was an eloquent orator as well as an able schoolmaster and at least one great saying of his has come down to us. At the dedication of Faneuil hall he uttered the memorable words: 'May this hall be ever sacred to the interests of truth, of justice, of loyalty,



Suggestions for Attractive Catalog and School Report Covers.

of honor, of liberty. May no private views, or party broils ever come within these walls.'

"When the war broke out Lovell sided with the king. His son, who was his assistant at the school, was an ardent Whig and the spectacle was presented of father teaching in one class the duty of submission while in the next room the son was denouncing the tyranny of George III. At length the master was forced to leave Boston while James his son was captured by the British and held thruout the war.

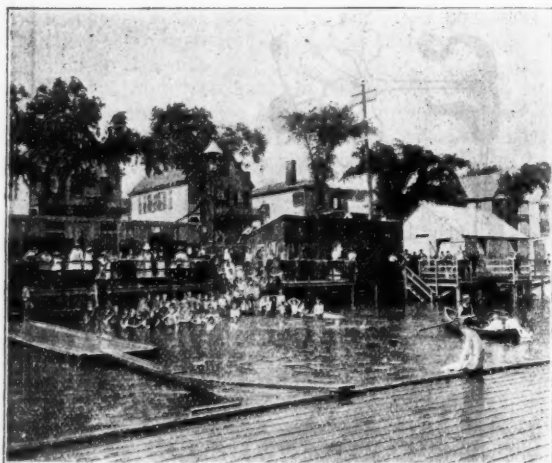
"Of the teachers whom this school has had since Revolutionary days, by far the best known name is that of Benjamin Apthorp Gould who taught Sumner, Emerson, Motley, Beecher, R. C. Winthrop, Phillips, and James Freeman Clarke. The school still maintains its reputation as the model public school of Boston."

Municipal Baths in Boston.

By JANE A. STEWART, Mass.

Among other distinctions, Boston enjoys that of being the pioneer American city in the matter of municipal bathing establishments. It is entered in the records that in 1860, a special committee of the city fathers was appointed to inquire into the subject of Boston's need for bathing facilities. The report of this committee, as might have been expected, did not go into the general question of the usefulness of bathing as a sanitary agency or of its necessity to personal health and comfort. Everyday experience and science had demonstrated both. It did not even raise the question as to whether the onus was on the city to accept any responsibility in the matter. There was evidence enough of the need for municipal provision of the elementary needs of the people in the establishment of public baths abroad and in their extensive patronage and efficacy.

The Boston committee, two score years ago, simply recommended that cheap plunge baths for men and boys be tried for a time in different parts of the city. That



Boston, like all American cities, was in those days signally lacking in bathing conveniences is shown by the fact that there were only one or two enclosed bath-houses in the city. These were carried on for private profit. The unusually great opportunity afforded by the vast body of water nearly surrounding the city was in no way utilized for the community benefit. The city, instead of supplying facilities for personal cleanliness to those in contracted abodes, inflicted penalties upon boys who in summer time were caught swimming in public waters!

From the first establishment in Boston, in 1866, of five public floating baths and one beach bath, has grown the present excellent and comprehensive system of twenty-three stations embracing eight branch reservations, ten floating baths, two swimming pools, two combined baths and gymnasia, and one all the year bath-house. These

were erected at a cost for construction varying from \$1,500, for a simple summer beach bath shelter and equipment, to \$86,000 for the elegant perennial bath-house on Dover street. One hundred and fifty-five persons are employed by Boston bath-houses, the cost for maintenance being \$35,000 last year.

The Boston baths are under the control of a bath commission appointed by the mayor. Seven unpaid members, two of them women, constitute the board who employ a paid secretary to act as their executive. That the present public bathing facilities of Boston are appreciated is directly shown by recent figures. During the season of 1898 the baths were used by 1,920,368 persons, nearly three times the record of 1897. The bathers are of all ages and of both sexes but the number of men and boys frequenting the baths is, as a rule, largely in excess of women and girls.

The free baths are well managed. Every essential convenience is supplied. Care and consideration are shown for the thousands who throng the baths daily during the hot season. Men of experience, boatmen and swimmers, are hired by the city bath commission. Not infrequently a bather will venture beyond his depth. There are patrols for the beaches who give warning and trained rescuers who know how to resuscitate the apparently drowned. In all the public beach reservations at Boston last summer, not a single life was lost, a remarkable record it must be acknowledged.

Attendants are preferably chosen from among those who are known to the people in the neighborhood of each bath. Courtesy is a primary requisite on the part of employees, whose instruction is to regard as a guest every patron of the bath and to treat him as such. Besides all this, lessons in swimming are the rule at all the baths.

It is in its care of school children and provision for their instruction in swimming that Boston has set a praiseworthy example for urban development thruout the country. Probably no form of physical exercise combines so many admirable features as swimming. It is unrivaled as a recreation. Add to this the cleanliness attained and the ability to save life, and swimming assumes a character of practical value. Instruction will be given at all the Boston baths for a whole or a part of the coming season. In preparation for this and also to connect the baths more directly with the city's system of free educational institutions, the head instructor in swimming visits the public schools before the close of school year for the purpose of training the children in the swimming motions. Towards the end of the bathing season a series of swimming contests and exhibitions takes place at the principal beach stations. These are participated in by the boys and girls who have learned to swim during the summer. Prize medals of gold, silver, and bronze bearing the seal of Boston have been offered for the different contests. Last year these prizes were handed to the winners by Mayor Quincy.

Another educational development of the bath system in Boston is the combined bath and gymnasium. One of these located in East Boston was presented to the city in 1897, and thrown open to the general public. The main hall is 100 feet long by 80 feet wide, and is well supplied with gymnastic apparatus. One corner may be shut off by movable partitions for handball. There is a running track with twenty laps to the mile. The bathing department has eleven unenclosed sprays and the necessary dressing rooms and lockers. Medical directors are in attendance at certain hours to make physical examinations and prescribe courses of training. A woman doctor is employed for the women. Instruction in physical exercises is given classes of school children several days a week. The suits used are furnished by the city and consist of the summer bathing suits supplemented in the case of the boys trunks with white knitted skirts. Two more combined baths and a gymnasium are about to be opened. Connected with one of these is an area of cleared land containing five-and-a-half acres which in the near future will be laid out with running track and separate athletic

fields for men and women. All the gymnastic apparatus in this new building is so arranged that it can easily be drawn up or pushed aside, leaving the floor entirely free from obstruction. There are 1,200 lockers and eighteen Gegenstrom spray baths.

For the South End gymnasium and bath, Shawmut chapel, a large one-story brick building has been purchased. Here the lockers and sprays will be placed in the basement, the entire ground floor being given up to the exercise hall and superintendent's office. A similar institution reinforced in some cases by a swimming tank is projected for each of the other three or four industrial districts of the city.



Musical Instruction in Public Schools.

By GEORGE WHELPTON, Buffalo.

The purpose of this series of articles on musical instruction in the public schools is to discuss, from a practical standpoint, prevailing conditions and methods of teaching in relation to advancement in this important branch of education. It is an open question in the minds of many whether progress in sight-reading and singing is being made in our public schools in proportion to the time and money spent for this purpose. Music has been taught in the public schools quite long enough to have borne fruit; quite long enough to have made its influence felt in the production of an abundance of good material for our choral societies and the volunteer chorus choirs of our churches. Yet we find the contrary to be the case.

There was never a time in this country when it was so difficult for churches to obtain singers for volunteer choirs as now. Not because there are not plenty of good voices, not because young people do not love to sing, but because they cannot read music. Thirty years ago the conditions were quite the reverse. It is true that modern methods of teaching music in schools were unknown at that time, but the work begun by those old pioneers of music in America, Hastings, Mason, Bradbury, and Woodbury, and carried on to a higher state of development by such men as Root, Emerson, and Palmer, resulted in the dissemination of musical knowledge and culture among the masses to an extent unsurpassed, if equaled, at the present time. In those days every hamlet had its singing school during the winter months, and every church in city and country had a choir gallery filled to overflowing with young men and women who could read music and loved to sing. It is a lamentable fact that the decline of music in our churches began with the introduction of musical instruction in the public schools. When this was done churches thought it no longer necessary to continue the accustomed singing school, and parents considered it no longer necessary to give their children instruction in singing. Supervisors of music in the public schools tell us to wait and we will see results. Have we not waited these many years and have not the results been most disappointing?

Educational men are beginning to question whether there is not some false principle of education, something radically wrong at the root of the matter. A prominent teacher in one of the leading normal schools of New York state said not long since, "Music has been taught in our school for more than twenty years and who ever heard of any one learning to read music there?" Is this school an exception, or is it the rule? Are there not many teachers in our public schools who are thinking, if not saying, the same thing?

I was recently engaged to conduct a glee club in one of the leading high schools of the state. The club consisted of about forty members, selected from the best material in the school. Notwithstanding the fact that music had been taught in the schools of that city for more than twenty years, the only members of the club who could read music were a few who had learned to do so thru the study of the piano. In that case I taught all the glees and part-songs by rote, precisely as I would

have taught them to children in the primary grades. A system of musical instruction in the schools that is productive of no better results than this needs no further condemnation. And yet, it is claimed that music is as well taught in the schools of that city as in any city in the state, and I am inclined to believe the claim is not without a basis of truth.

A system of musical instruction that does not develop a large number of intelligent sight readers and singers in the high school is a failure. There may be conditions in many schools that make it impossible for supervisors of musical instruction to accomplish this, but the system is none the less a failure. If a supervisor holds a position under such circumstances, he must expect to be considered responsible for the results, however disappointing they may be.

It is impossible to write plainly on this subject, pointing out defects in the prevailing methods of teaching music in the public schools without antagonizing those whose pet fads they are; but it must be remembered that no reform was ever instituted in religion, politics, or education that did not arouse such antagonisms.

The first defect to be considered is the character and scope of the examinations for teachers of music in the schools of the cities of this state. These examinations are conducted by the board of examiners with the assistance of a musician, usually an instrumentalist, many of the questions being selected at random from theoretical works by members of the board, and the whole examination based upon the theory of music from the standpoint of a pianist, organist, or an embryonic composer. I have seen lists of questions prepared by these boards that made no reference to the art of singing, and were of such a character that any pianist in a concert saloon orchestra might pass and be absolutely ignorant of the first principles of teaching singing. These examinations are usually taken by instrumentalists, who naturally acquire a knowledge of harmony thru the study of the piano, or organ, and of those who pass, the one who can bring to bear the most political influence upon the superintendent of education is the one most certain of an appointment. Teachers of singing rarely take them because the study of the theory of music in relation to sight reading and singing does not lead to a knowledge of harmony, and the ability to supply the necessary three parts to a figured bass, or a given melody. It is doubtful whether one in twenty of the leading singing teachers in this country to-day could do this, nor is it at all necessary in order to teach music in the public schools. It is theory, sight reading, and singing that should be taught in the schools; not theory, thoro bass, and harmony.

As an illustration of this point I will mention a case that recently came under my observation. A young lady who had spent several years in the study of vocal music under some of the leading teachers in Eastern cities, applied for a position as teacher of music in the public schools. She was a high school graduate, played the piano well, had an exceptionally good soprano voice, sang artistically, and seemed to possess all those qualities so necessary for a successful teacher of singing in the public schools; but she could not pass the necessary examination because she could not supply three parts to a figured bass, harmonize a given melody, or write augmented and diminished chords in designated major and minor keys. Another candidate who had some knowledge of harmony passed the examination and is to-day supervisor of music in the public schools of a flourishing city in this state, notwithstanding he is incapable of playing an ordinary accompaniment or part-song, in a rhythmical manner, or of singing at all artistically a simple melody for the children to imitate.

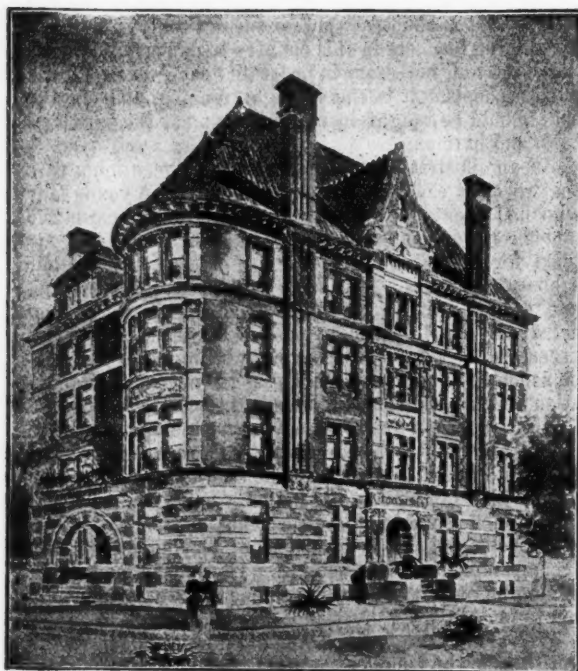
We cannot hope for improvement in this state of affairs until those who conduct these examinations have a more intelligent understanding of the term musician. Generally speaking, any one having anything to do with music is a musician. A composer of music, without regard to quality, is a musician. One who plays the piano, organ,

harp, violin, horn, flute, guitar, or any other musical instrument is a musician.

The term musician may cover the theory of music only, or it may imply a knowledge of the theory of music and the ability to play one or more musical instruments. A musician may be an artist in the use of one instrument and be absolutely ignorant in the use of all others. A singer is a musician tho he may be unable to play the piano, organ, or any other musical instrument. A musician may have a national reputation as pianist, organist, or violinist, and be entirely ignorant of the physiological principles of vocal development and proper use of the voice. The lack of intelligent discrimination in this respect is the chief cause of the failure of musical instruction in the public schools. A large majority of the special teachers of music in the public schools are instrumentalists, tho the subject they are engaged to teach is the theory of music and singing. They can apply this theory in the use of their chosen instrument but not to the use of the voice in singing. They do not understand the analysis, development, or limitations of the voice.

Theory and singing differs widely from theory and playing. A singer who cannot play the piano is as well qualified to give instruction in piano playing as a pianist who does not sing correctly and artistically is to teach singing. The theory of music is the same in vocal and instrumental; but the application of this theory in the study of instrumental music and singing differs widely. An instrumentalist must understand the technical principles involved in the application of this theory to the use of his chosen instrument; a singer must understand these principles in their application to the vocal organs and the correct use of the voice in singing. Both imply the same theoretical knowledge of the science of music but an entirely different knowledge of the art.

Singing is an art, and, like a language, must be learned largely by imitation. A teacher of French who could not speak a word of French would be as well qualified to teach that language as a teacher of singing who could not sing correctly, and give proper examples for his pupils to imitate, would be to teach singing. Children love to sing, and it is as easy for them to sing correctly and artistically as otherwise; but they are creatures of imitation, and will never rise above the examples given them.



SAGE HALL.

The gift of Russell Sage to the Emma Willard School, formerly known as the Troy Female Seminary, Troy, N. Y.

A brief historical sketch of the Emma Willard School will be found in THE SCHOOL JOURNAL for next week.

Present Day History.

Wellman's Arctic Expedition.

Walter Wellman, the leader of the polar expedition, who returned to Tromsø, Norway, Aug 17, has just arrived at Hull, England. The expedition started from Tromsø June 26, 1898, and reached Elmwood, in Franz Josef Land, the headquarters of the Jackson expedition, July 28, and hoisted there the Stars and Stripes underneath the Union Jack. The latter had been flying over the deserted settlement for nearly two years.

The party pushed forward with great speed and reached Cape Oeller in latitude 81 on Sept. 21. From that time on they had a constant fight with high seas, ice and wind, and there was a continual fog. The ice under them parted with terrific crashes and left them adrift on small floes. They built a station and left there two companions and then returned to Wellman's headquarters, arriving there Oct. 30. During the winter Wellman narrowly escaped being killed by a bear.

In February, 1899, Wellman again started north. Arriving at the station they found that one of the men had died. Again they had a rough time in the ice and Wellman's right leg was bruised and sprained by falling into a snow-hidden crevice, which obliged them to turn back.

The point at which they turned back was twenty-five miles northwest of Freeden islands, where Dr. Nansen landed in 1895. North of these islands they photographed three islands and some large land, unseen either by Payer or Nansen. They also found that Payer's so-called Dove glacier does not exist. Wellman still believes it is possible to reach the pole from Franz Josef Land.

The Dewey Arch.

The arch that is being erected in Fifth avenue at Twenty-fourth street, New York, will be a model of artistic beauty. The arch itself will be seventy-five feet high, seventy feet wide, and thirty-five feet deep. With figures on top the arch will be ninety-five feet high.

Going up Fifth avenue to Twenty-third street the observer will first see the four columns which stand at either side of the approach to the arch proper. Before the right pillar will be a group called "The Navy." On the prow of a Dutch lugger stand two sailors, each at a cannon. Above them stands America, holding aloft a laurel wreath and a reversed Roman sword. The sail of the lugger forms a background, and over the prow are flags. At the base of the group is the motto, "Never beaten."

On the other side is a group representing different epochs in American military history. The infantry is represented by a soldier of 1776, the artillery by a veteran of the civil war, and the cavalry by a young second lieutenant of volunteers of the Spanish-American war. At each one of the columns is a figure of Victory; each figure bears the name of one of Dewey's vessels in the memorable battle of Manila. At various parts of the arch are figures of Decatur, Perry, Porter, Cushing, Farragut, and other naval heroes. It has been proposed to make the arch a permanent one.

Quarantining Against the Plague.

Europe has been thoroly frightened on account of the appearance of the plague in Egypt. At Marseilles measures have been taken for effectually quarantining vessels coming from or having touched at any Spanish or Portuguese port. Measures are also being taken to prevent the entrance of the plague into France by means of the railways. The general opinion is that the plague cannot penetrate to Paris, yet it is hardly possible to be too strict, considering the fact that next year the exhibition will take place at Paris and will bring multitudes of foreigners to the capital.

Continued on page 201 under the head "The Busy World."

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 2, 1899.

Keeping Abreast.

This is the annual Private School number of THE SCHOOL JOURNAL. Several contributions have been prepared to meet the special needs of the principals and teachers of private and endowed schools. How many of these there are in this country it is difficult to determine. Their number is increasing every year. The better the public schools the more call there seems to be for really good private schools, for the very excellence of the former suggests that superior work may be done where the entire plan and arrangement is in the hands of one intelligent man or woman unhampered by traditions, boards of education, and the necessity of more or less machine school-room work.

But the successful private school of to-day must be superior in every respect to that of ten years ago and next year it must be better than this. In short, it must keep abreast of the times in educational progress or it will soon lose its prestige and patronage. The reading of the advertisements in catalogs shows that the principals really believe that they will attract more pupils by announcing a course of education which is in harmony with the best modern thought than by anything else. Straws show which way the wind blows. It is not surprising, therefore, that many of the staunchest supporters of the most progressive educational journals are to be found among private school managers.

As to Co-education.

Western teachers generally have been rather in favor of co-education. In view of this the opinion of Dr. Buchanan, the principal of the New York City Boys' high school, on the matter is of considerable interest, since he came to the metropolis from Kansas City, where he was formerly at the head of a co-educational high school. Dr. Buchanan says that the work done by the boys here is superior to that in Kansas City. Opinions still differ as to the pros and cons of co-education, but it is a fact that in the large cities, where there are pupils enough to require several schools, the tendency is to separate boys and girls. Of course, in the smaller towns the question of expense is an important item.

Public and Private Schools.

It is certainly important, if true, as Pres. Draper asserts, that the elementary schools of our cities are fast ceasing to be the schools of the whole community, and are becoming the schools of those who cannot afford to send their children elsewhere. Pres. Draper has a wide knowledge of the educational field and most of his strictures upon the public school system are just, but we believe that in this case he has fallen into overstatement. With all their defects the public schools are constantly growing in favor. It is a fact in the city of New York, that the growth of private schools during the last decade has not been at all commensurate with the development of the public schools. During the hard years beginning

with 1893, thousands of well-to-do people removed their children from private institutions to public schools, and, in the majority of cases, they have let their children stay. In cities like Washington where the public schools have been greatly improved, the private school industry has nearly died out. In general, it is safe to say that wherever the public schools do not appear to be intolerably bad they are supported by the whole people.

Dr. Harris' Reply to Mr. Huntington.

The remarks of Mr. Collis P. Huntington in regard to the education of American youth have been reported far and wide. THE SCHOOL JOURNAL made editorial reference to them some weeks ago. The most complete refutation of the mis-statements most likely to deceive the public have come from Dr. William T. Harris, United States commissioner of education, in the shape of an interview with a correspondent of the *Brooklyn Eagle*. Dr. Harris says:

"The attendance of our boys and girls at school amounts to a little less than five years of 200 days each, for each pupil. This is just enough to give them an ability to read and write, with a little smattering of arithmetic, geography, and history. As fitting the future generation to read the newspaper, this is a valuable education, because young people who grow up with the habit of reading may be said to be at school the rest of their lives, in this age of newspapers, magazines, and cheap books. But the number of children who complete the work of elementary schools and get into secondary schools is still quite small. There are less than 9 in 1,000 of the population in the high schools and academies of the same grade as the high schools, counting public and private secondary schools. This should disprove the assertion that our boys are being over-educated.

"An investigation of the careers of the pupils who graduated from high schools and academies shows that their secondary education was useful in giving them positions of more directive powers and better salaries than are obtained by those who completed only the elementary school course. Such an investigation was made some years ago in St. Louis where a record was made of all boys and girls who had attended the city high school, some 2,500 in number. The average salary obtained by the boys was nearly \$1,000, whereas the average wages of persons of the same age who had but an elementary school education was something less than \$500. I think Mr. Huntington is deceived, like many other business men, in regard to the activity which the graduates of high schools show in getting places. They have more push and succeed by their importunities in obtaining good positions, and what is more to the point they usually are able to keep them.

"The course of instruction in our public schools is thoroly practical. Reading, writing, arithmetic, and geography are the most practical things studied. They are indispensable to what we call common intelligence. The business of a community cannot be carried on by the illiterate; a grocer would not trust goods for delivery to a man who was unable to read the addresses on the baskets. Thoro grounding in these branches is necessary, for our American free government is impossible without a people who can learn public opinion and help make it by means of the newspapers. The United States made the greatest spurt in wealth between 1880 and 1890 recorded by any nation of the world, and it was during those ten years that the greatest increase occurred in the number of people pursuing higher education. The American boy is better educated than the average English youth, and, in fact, our people, taken in general, are a little better educated than those of any other nation. We have about 23 per cent. of our population in schools every year. Saxony, which is the best educated country in Europe, has 20 per cent., but it is probable that we have a larger percentage of children of school age in our population than Saxony has. The average American

father takes his boy out of school too soon for the good of the child, but the parent probably feels the constraint of poverty in doing so. This difficulty will correct itself as the United States grows richer and produces more per individual per day. It is found that in cities and in states where the urban population is very large, and where the average wealth of the citizens is greater than in other communities, the people, of their own accord, send their children to school for longer periods than in the crowded cities.

"The introduction of manual labor training has resulted in good, but it is nothing like as valuable as was predicted for it by its founders. It has produced a class of people who understand the working of machinery, which is very desirable in this age of machines and machinery. The results, however, have been just opposite to those claimed by the advocates of manual training. Their students, instead of being contented with mere manual labor, have been ambitious to ascend into the better paying occupations. School statistics show that very few of them become blacksmiths and carpenters. A few machinists are turned out, but most of the boys are stirred up with a desire to get into the higher studies of the same line. The elements of manual training ought to be introduced into all the secondary educational institutions, as all our people ought to know something about the machinery which forms so important a part of our society nowadays.

"I think Mr. Huntington is mistaken in another point, also. He believes that the school education should relate simply to the trade or business that the boy is to follow during his life. He leaves out of sight the fact that the trade or occupation takes up only one-third of the attention of an American citizen. He has to look after the welfare and education of his family, to attend to the social relations which his family has to the rest of the community; he has his political affiliations and must know what his town, state, and nation are doing and have his say at the ballot box; he has to be connected with religion in one way or another; he must, in short, become an intelligent citizen of the community, to do which he has to know from three to thirty times as much as is required to understand simply the manipulations of his trade. Without some knowledge of human nature a person makes no success in his trade, but becomes a misanthrope, a sorehead.

A man's business abilities are certainly improved by a college education. For instance, the higher education a man has the more ability he has in the presence of a given problem. Whitney, a graduate of Yale college, seeing the difficulties under which cotton raising labored in Georgia, set himself to work and invented the cotton gin. Professor Langley, a man of the highest education, considers the important matter of aerial navigation. Noticing the absurd experiments that were being made by uneducated people he changed the whole method of approach to the question, dispensing with the balloon altogether, and building successfully a machine that can fly on the same principle that a bird flies. Joseph Henry, another man of the highest education, discovered the essential principle which made the electric telegraph possible. The mathematical side of all mechanical inventions has to be taken care of by scholars. Machinery invented by men unacquainted with higher mathematics has to be made free of errors and corrected by the aid of those versed in those subjects. The great fundamental inventions which underlie our civilization, gun powder and the printing press, were both the product of German students. These things certainly ought to prove the value of higher education."

In referring to Prof. Langley's work with the flying machine, Dr. Harris says that the success of this method of navigation is absolutely assured, despite the predictions to the contrary. He believes Professor Langley to be the greatest inventor of the age and says that he will be so recognized in twenty years. He regards the development of the Langley flying machine as the most important achievement on record, and that it will eclipse in its far reaching effects the discoveries of Morse, Bell, Edison, and other world renowned inventors.

The Cost of College Preparation.

In spite of recent efforts in the direction of uniform entrance requirements, it is still an expensive matter to get pupils ready for college. The expense is undoubtedly felt most keenly in private preparatory schools where parents expect, in return for large tuition fees paid, absolute certainty that their children will pass, but it is also something of a burden in city high schools. A short interview on the subject with the principal and proprietor of one of the leading private schools of New York revealed the existence of burdens laid upon the preparatory schools, some of them necessary, others quite superfluous.

"My tuition fee," said the proprietor, "is \$300. That is about fair as New York schools go. One of my neighbors gets \$900, but that is, of course, exceptional. Why does he ask so much? Because he can get it. That is good business. Yet, considering the care and attention he is able to give the individual boy, his terms are not exorbitant. If all my pupils were as expensive as the five boys who constitute my senior class, I should have to charge nearly \$900 to clear myself. Three of the five are fellows of very slight capacity, who demand the constant attention of my most expert teachers. The direct cost of instructing them during this year is greater than the fees they pay.

Two things have made this work of preparation a great burden to my school. One is the lack of uniformity in college requirements, the other the excessive character of many of the requirements. I am convinced that some of the universities expect more than average human nature is capable of. Harvard has long been an especial offender in this respect. Successfully to meet the Harvard requirements, a boy must possess a degree of mental vigor that many can under no circumstances attain. Harvard has done American scholarship a great service by substituting qualitative for quantitative requirements, but it must always be remembered that power is far more difficult to impart than knowledge.

"My greatest complaint, however, is of the variance among the requirements of the different colleges. Of these five boys two go to Harvard, one to Columbia, one to Yale, and one to Princeton. The Columbia boy, who goes in under the new requirements without Greek, is grouped with one of the Harvard boys who also presents no Greek and the minimum Latin. The two Harvard boys and the Columbia have to take a stiff course in science, which the other two members of the class do not need. The Yale boy has quite a different set of books in English to offer, and is consequently in a class by himself. There is only one subject in which all five boys are together. Under such conditions it is not profitable to run such a school as mine. My primary and intermediate classes keep me from bankruptcy."

These conditions, which are most acutely felt in the private schools of a great city, are to some extent shared by the public schools of the smaller cities and villages. One example will suffice. In a New England manufacturing city of 90,000 inhabitants, the high school, which accommodates perhaps 600 pupils, sends annually five or six students to college. It is needless to say that they get a great deal more of the attention of the teaching force than do the pupils in the English course. There is, of course, no such pressure upon the school to get them ready as there is in a private institution dependent upon fees. Little account is made of varying requirements. The Harvard examinations fix the standard. Still, the fact remains that in the college preparatory department, the best paid teachers of the school do what is practically private tuition, so small are their classes.

There is only one question to ask: Does it pay? In a general way it is fair to say that it does. The pupils who go to college from high schools are as a rule the pupils who best justify the expenditure of time and money. It is a weakness of the public school system in many places that it makes no provision for the gifted

minds. It is poor pedagogy to teach only for the benefit of the mediocre and the dull. In every high school those who can be pushed rapidly should be in a class by themselves.

But this class in most instances should not contain those merely who are going to college. The ideal condition is that toward which Pres. Eliot is looking, when the system of college entrance shall be so elastic that almost all properly prepared high school work will count toward admission. Then the cost of college preparation in the high schools will be radically lessened. Combinations will be possible. Serious work in such subjects as civil government or drawing will be accepted in lieu of the traditional requirements. Every high school graduate of good capacity will be ready for college. No hard and fast line will be drawn between the college course and the English course.

But the work of getting a blockhead into college will always be costly, and no high school should be called upon to undertake it.

Louis H. Galbreath Died August 15.

Prof. Louis H. Galbreath, who died August 15, was one of the most promising leaders among the younger educators of the country. He had just been elected head of the training department of the new state normal school at Charleston, Illinois, and was in the midst of preparation for his new post when typhoid fever attacked him. His magnificent physique succumbed quickly to the ravages of the deadly germs. The loss to American pedagogy is a considerable one. Mr. Galbreath was a devoted, disinterested, enthusiastic student, a persistent advocate of educational psychology and scientific pedagogy, and in every way gave promise of exceptional professional usefulness. The bereavement is, of course, felt most deeply by his young wife who knew and loved him best, and shared in all his studies and interests. But his friends everywhere will be deeply affected by the news of his untimely death.

Louis H. Galbreath was a graduate of the Illinois state normal university at Normal (class of '85), the alma mater of the McMurrys, Charles DeGarmo, Van Liew, and several others of the Herbartian school of pedagogic thinkers. Later he attended Cornell university, and, after his graduation in '90, entered upon educational work gradually making the training of teachers his specialty. He taught pedagogy and psychology at the State normal school at Winona, Minn., and the Illinois state normal university. For a year he held the chair of psychology and child study in the teachers' college of the University of Buffalo, and after the close of that institution came to New York city, accepting a fellowship in Columbia university. He has spoken before many institutes and educational associations and contributed occasionally to THE SCHOOL JOURNAL and *Educational Foundations*.

THE SCHOOL JOURNAL last spring started the publication of a series of large portraits of prominent city superintendents of the country. With the present number is sent out a portrait of Mr. Edwin P. Seaver who has been connected with the Boston schools since 1874, and for the past nineteen years has been the superintendent. Supt. Seaver was born in 1838, in Northboro, Worcester county, Mass. He was graduated from the Bridgewater normal school in 1857. He was later graduated from Phillips-Exeter academy, and from Harvard university.

State and city superintendents, college professors, principals, and teachers of all classes are ready to attest the value of THE SCHOOL JOURNAL. It has proved a valuable investment to many private school principals as an aid to the comprehension of what modern education really means. The number is constantly increasing. Several of the most successful principals subscribe for each of their teachers and keep this up year after year. They are the first to say that it pays.

The Busy World.

French Troubles Over Dreyfus.

Great excitement was caused at the Dreyfus court-martial at Rennes on August 26 by the testimony of Capt. Freystaetter, a member of the original court that tried Dreyfus. This witness gave the lie to the military party's witnesses by telling how all the documents of the *dossier* were read by the court. His disclosures made Maurel and Mercier, the chief witnesses on the other side, turn pale, while they contradicted with angry vehemence.

In the meantime the siege by the Paris police of M. Guerin and his confreres of the Anti-Semitic league continues. One writer says that "Paris seems suddenly to have been turned into a stage, upon which opera bouffe is being acted. Troops, mounted and on foot, march back and forth to supply the spectacular part, while the grotesque element is provided by a band that refuses to surrender to the police, shuts itself up in a fortified house, with a perfect flood of talk about having provisions for six months, only to begin to howl when a street blockade is established and the authorities seize the bread and sausages which zealous followers try to throw in thru the open windows of the fortress."

Philippine Policy Defined.

The Tenth Pennsylvania regiment, that has just returned after a year's service in the Philippines, was welcomed home on Aug. 28 by a half million people in Pittsburgh. President McKinley was present and made an address in which he defined his policy in regard to the islands. During the course of his remarks he said that the Philippine islands were as much ours as the Louisiana purchase or Texas or Alaska. There will be no pause in the military operations until the insurrection is suppressed and American authority acknowledged and established. To the men of the veteran Tenth the president said: "You made secure and permanent the victory of Dewey. You added new glory to American arms. You and your brave comrades engaged in other fields of conflict have enlarged the map of the United States and extended the jurisdiction of American liberty."

Agreement with the Sultan of Sulu.

The visit of Brig-Gen. Bates to the Sulu archipelago resulted in the conclusion of an agreement with the sultan of those islands by which he is to accept the sovereignty of the United States. The government and institutions of the Sulus are to be disturbed as little as possible, and the sultan and his chief are to receive salaries as they did under Spain.

The sultanate of Sulu comprises Sulu island and some one hundred and forty other islands. The population is estimated at 110,000, Mohammedan by religion and more or less pirates by instinct. This was one of the most powerful reasons for admitting Spanish sovereignty, as the presence there of garrisons contributed to his power.

A Fierce Contest in Prussia.

A battle is imminent between crown and parliament in Prussia such as has not been equaled since Bismarck had his famous conflict with the legislature in 1886 over the military bill. The motto of the ultra Conservative party is "With God, for king and fatherland," but since Emperor William came to the throne it has had some rude shocks, by reason of commercial treaties and reduced protective duties on breadstuffs.

The Conservatives are now violently opposing the emperor's scheme for waterways thru Prussia. The success of the Kiel canal, connecting the North sea with the Baltic, opened William's eyes as to what could be done by water transport, and since then he has devoted his whole attention to a canal system that will link existing waterways and open up fresh ones. The conservative landholders, however, are alarmed, as they see that cheap transport means fresh advantages to American and other foreign foodstuffs.

The Educational Outlook.

Helen Keller's Greatest Triumph.

Miss Helen Keller has successfully passed the entrance examinations for Radcliffe college. She completed her preparation under the tutorship of Mr. Merton S. Keith. Being blind, deaf, and dumb, the usual means of communication are out of the question. The questions were given to Miss Keller, written out in the Braille characters, a system of writing in punctured points. But there are two systems of this writing, and Miss Keller was accustomed to the English method, while questions were written out according to the American system. Miss Keller wrote the answers on a typewriter. Among other difficulties with which she had to contend, her Swiss watch, made for the blind, was forgotten, and she had no idea of the time. Yet in spite of all these obstacles Miss Keller passed the examinations with credit, and is ready for matriculation in the college. The difficulties in the way of a college course for Helen Keller, seem insurmountable, but this has been the case all her life, and she has risen at each turn, superior to the circumstances.

Canonization of De La Salle.

John Baptist De La Salle, founder of the community of Brothers of the Christian schools, has been canonized. The ceremony will probably take place in Paris, in 1900. The Order has wide influence in school matters, and has always been noted for its educational work. Of the many important schools and colleges conducted by the order, Manhattan college, New York, and St. John's college, Washington, may be mentioned.

De La Salle was born April 30, 1651, and received the tonsure at the age of twelve. His rise in the church was rapid, and in his later life many wonderful actions were ascribed to him. Whatever may have been his power in other lines, his system of education was far in advance of the times. In a report to the British parliament some years ago, the committee said: "Had we known the system of the Christian Brothers, Lancasterian methods would never have been tolerated in our schools."

De La Salle advocated object lessons as early as 1687. He reached some definite ideas in regard to normal schools some years later. He died on Good Friday, 1719.

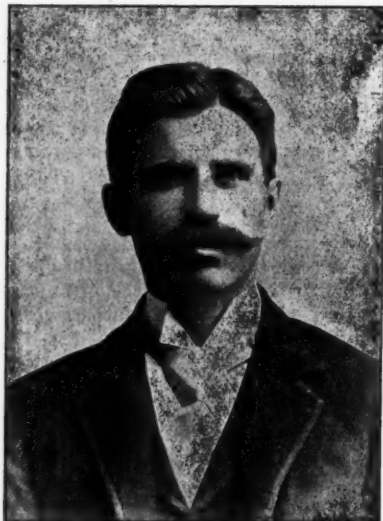
To Study Methods of Heating.

Mr. J. Nelson Russell, vice-president of the British Institution of Heating and Ventilating Engineers, has visited New York, Philadelphia, and Chicago public schools. After studying the heating system of several Chicago schools, he stated that he considered the plan in operation there the best he had seen. The thing that impressed him most was the automatic regulation of the heating by a thermostat in the room to be heated and ventilated. Most of the heating of large buildings in England is done by hot water, as steam has not been successful.

The system of heating and ventilating used in one-hundred of the schools of Chicago, was invented in part by T. J. Waters, chief engineer for the school board. It provides for indirect radiation, controlled by a thermostat, or temperature measure, in each room.

Plans for Free Lectures.

The committee on special schools for Manhattan have



L. H. Galbreath, who died August 16.

almost completed a new scheme for the free lectures to be given this coming winter. The plans require an appropriation

of \$76,000 for lectures, an increase of \$36,000 over last year's expenditure. An additional \$20,000 is asked for to support reading rooms, and circulating libraries, to be connected with the free lecture system for supplementary study and reference. Should the money be forthcoming, the board will put in operation one of the most advanced schemes yet attempted for this work.

German Architect for University of California.

SAN FRANCISCO, CAL.—Incidental to the competition of architects for the new buildings for the university of California, Herr Wallott has been asked to be one of the judges. He is now in this country, and will shortly go to Los Angeles. Herr Wallott is probably the most prominent architect in the German Empire.

Recent Deaths Among Educators.

Mr. William Martyn Baker, for twenty years manager for Van Antwerp Bragg & Co., and recently a teacher in public school No. 54, died August 10, at his home in New York city. His death was due to paralysis and he was ill but a short time.

Mr. Baker was born in New London, Conn. He was educated at Yale college in the department of civil engineering and took a thoro course in civil engineering, higher mathematics, descriptive geometry, and all kinds of field work. He continued these studies until his death and followed them up at different times professionally. After leaving Yale college he came to New York and followed for a time the profession of civil engineering and was engaged in city surveying, railroad work and harbor surveys. He then taught for a number of years in public schools Nos. 40 and 55. He was the youngest principal in the city and his school was rated "excellent in management." He leaves a widow, daughter of the late Charles W. Milbank, of this city, and one daughter.

GLENDAL, OHIO.—Robert Clark, one of the pioneers in the book-publishing business in the West, died here, his home, August 26. Mr. Clark was born in Scotland. He went to Cincinnati in 1839, and after a few years as second-hand book dealer, started his business. Much of the early history of the great "Northwest territory" was issued from his press, as well as many books of the chronicles of the Civil war. His private library was bought and presented to the University of Cincinnati, by Wm. A. Proctor. Mr. Clark was a bachelor, and leaves few relatives.

DANVERS, MASS.—The death of Mrs. Sarah M. Dawson Merrill, founder and first principal of the Willard Hall school for girls, is announced with much regret. Mrs. Merrill received her education in the school of Hinesburg and Brandon, Vt., and at the age of seventeen taught in one of the Boston schools. After several years of alternate study and teaching, she became connected with the Perkins institute for the blind in South Boston, where she attained great success in her instruction to the blind. She visited London, and Glasgow, for study along the same line. In 1887, Mrs. Merrill opened the Willard school at her home in Massachusetts. In 1893, the institution was removed to its present site. Mrs. Merrill's labors in educational work have been valuable and sincere, and her decease is a loss to the people among whom she has worked.

REMSENBURG, L. I.—Alonzo Reed, the well known author of text-books on English, died August 19, at this place. While associated with the Polytechnic institute, of Brooklyn, Mr. Reed developed a new method for English instruction which was later embodied in a text-book on grammar arranged by Mr. Reed and Brainard Kellogg. Other books followed along similar lines. Mr. Reed had partly written a new text at the time of his death.

CHICAGO, ILL.—Prof. Orlando O. Blackman, for more than thirty years superintendent of music in the Chicago public schools, died a short time since from paralysis. Prof. Blackman was 64 years old and was born in Chenango county, N. Y.

Prof. H. C. Bowen, of the School of Mines, Columbia university, died August 22 at the home of his brother. Prof. Bowen was in his fifty-fifth year, and has been connected with the School of Mines for the past twenty years. He studied in Heidelberg and Berlin, and has been prominently associated with several large concerns as consulting chemist. The funeral took place at Willet, N. Y.

Mr. Louis H. Galbreath died August 15, at St. Luke's hospital, New York city, of typhoid fever. He had been studying at the Teachers college during the summer, and was taken ill quite suddenly, being in the hospital just a week. Mr. Galbreath received the best possible treatment, and it seemed strange that the disease should have overpowered him so quickly. He was a famous athlete in his college days and was probably the most athletic man connected with the Teachers college this last year.

Mr. Galbreath leaves a wife and two children, the older three years of age. The family will probably settle, for the present at least, at Titusville, Pa., their old home.

Interesting Notes from Everywhere.

According to the *University Correspondent* the co-education of the sexes from childhood is only on trial in England, but its supporters seem hopeful for its future. At the first speech day of the Keswick high school, which is run on this principle, Archdeacon Wilson said this school was the pioneer in what might become a great system, and it should be a great stimulus to teachers, pupils and parents to work strenuously towards the ideal which they had set up. Keswick was one of the few towns privileged to possess such a school. He had the pleasure of taking a large class in Euclid at the school, and if the congratulations of one who had spent forty years in school work were worth anything, he gave them the heartiest congratulations upon not only the vigorous teaching, but also the vigor of their Cumberland lads and lasses.

The school population of Vintia, Cherokee Nation, has been taken recently. The first public schools will have an attendance of about eight hundred.

The next annual meeting of the Southern Educational Association will be held in Memphis, Tenn., December 27, 28, 29, 1899. Railroads, steamers, and hotels will offer reduced rates, and the citizens of Memphis have promised the best the city affords for entertainment of the teachers. They expect to have about 3,000 visitors at this time.

HYAMUS, MASS.—The second annual summer session of the State normal school closed August 9th. The situation of the school was excellent, the arrangement of the curriculum unique. The attendance was 130, assembled for the most part from New England, although several came from more distant sections of the country. The faculty included twelve instructors, each a specialist. The members of the faculty are engaged from the best schools and colleges and it is purposed to offer the best courses possible.

CHARLESTON, ILL.—The Eastern Illinois normal school was formerly dedicated August 29. Governor Tanner and staff together with many of the state officers, were present. Dr. Richard Edwards, of Bloomington, was orator of the day. The attendance was about 25,000. The new building is a fine one and will accommodate 1,000 students. The following are the members of the faculty for 1899-1900: Livingston C. Lord, psychology; W. M. Evans, English; Luther E. Baird, assistant in English; J. Paul Goode, physics; Henry Johnson, sociology; Mrs. Louise B. Inglis, history; Louis H. Galbreath, pedagogy; Otis W. Caldwell, biology; Edson H. Taylor, mathematics; G. W. Smith, geography; Anna Piper, drawing; James H. Brownlee, reading; Francis G. Blair, applied psychology.

LANCASTER, PA.—The board of trustees of Franklin and Marshall college have entered into a contract with a Lancaster architect, C. Emlen Urban, to finish plans for a new science building for the college, the cost of which will be about \$40,000. The building will be 190 feet long by 50 feet in width, and the central section three stories in height. The basement will be of stone and the upper portion of pressed brick, with stone trimmings. The building will be finished thruout with hard woods.

SEATTLE, WASH.—The officials of the College of Tacoma are making every effort to establish a permanent endowment, and the faculty are improving the curriculum as much as possible.

Whitworth college has received \$50,000 for immediate use and has in prospect half a million more. The board are looking for a new location for the institution.

CARLISLE, PA.—The new Pierce school has been finished and is now occupied. A new eight-room building is now in course of construction, to be known as "Franklin Building." Miller & Co., of Harrisburg, are the architects.

LEXINGTON, KY.—The school board will erect as soon as may be a new school building. The question will be decided by the voters this coming November.

YORK, PA.—The new high school building in course of erection is almost finished. The estimated cost is \$175,000. It is fitted up with the most modern improvements in heating and ventilating, and has an auditorium with a seating capacity of 1,600.

PHILADELPHIA, PA.—The University of Pennsylvania, in response to the new demands upon education, has announced a two years' course in commerce, diplomacy, and international law, these being designed to fit young men for our diplomatic and consular service. The contents of the Commercial museum will be at the disposal of the students, since it is to be hereafter located on the university grounds.

YPSILANTI, MICH.—Dr. Richard G. Boone has resigned his place as president of the Michigan State Normal college, and will spend the coming year in lecturing at institutes and at schools and colleges.

An interesting chronicle of Iowa Central university, has been written by Anna Howell Clarkson, under the title, "A Beautiful Life and Its Associations." The life described, was lived by a former teacher in that institution. Incidental to the story are given bits of college life in small towns, the local bias on important questions, and the indescribable relation between the professor and a citizen. The book is published by the American Baptist Publication Society.

The one hundred and fiftieth anniversary of the birth of Goethe was observed at Frankfort-on-the-Main, Germany, August 28. There was a large crowd present, including many visitors from America and various parts of the continent. The town was gaily decorated with flags and bunting.

EXETER, N. H.—Francis K. Ball has been chosen instructor in Greek and Latin at Phillips-Exeter academy. He was graduated from Harvard with the class of '90, and was later instructor in that institution. The faculty for the academy is complete for the coming year.

Dr. Charles Cuthbert Hall, president of the Union Theological seminary, has been chosen to fill the Haskell lectureship at Oxford university. He succeeds Dr. Fairbairn.

The summer school idea has been introduced into Scotland. In a recent issue of a prominent Scottish paper, announcement is made of a proposed experiment in "combined education and pleasure." Whitby, one of the schools, was given a special treat during the week from July 22-29. A sequence of lectures bearing on the local surroundings, history, and tradition were given. Among those who participated were very Rev. the Dean of Durham, Dr. Spence Watson, and Dr. John Hunter. Talks were given on the old Abbey on the East Cliff, and on the botany and zoology of the surrounding country. A chorus was organized, and picnics and water-parties were arranged as side issues.

INDIANAPOLIS, IND.—The new school law relative to election of school commissioner, is now in operation. The adoption of this measure was due to the efforts of a committee chosen from the Citizen's Educational Society, and the Commercial Club. A school commissioner cannot under the present law be nominated by any political party, but must be proposed by a petition of two hundred householders. This it is hoped will insure the selection of the most capable men.

DANVERS, MASS.—Miss Geneva Thorndike, formerly instructor in Latin and Greek at Willard Hall school, has accepted a position in the high school at Palmers. The vacancy created will be filled by Miss S. Marion Chadbourne. Miss Annie B. Cochran will have charge of the French and German classes at Willard Hall.

The board of regents of Oklahoma territory have elected the following, for the faculty of the normal school, for 1899-1900: Edmund D. Murdaugh, president; J. O. Allen, instructor in physics and chemistry; L. W. Baxter, civics and literature; F. H. Umholtz, Latin and languages; Richard Thatcher, mathematics; Nathan Blake, biology; Miss Tella Turner, music; Miss Marilla Adams, of Woodstock, Ontario, drawing; Mrs. Inez Howard, elocution; Miss Nellie Johnson, preparatory department.

DE KALB, ILL.—The new normal school will be dedicated September 22. It is estimated that more than 5,000 people, beside the teachers, will take part in the parade. Governor Tameer and his staff will be present, as well as prominent educators from various sections of the state.

CAMBRIDGE, MASS.—The great amount of disease prevalent in the city this spring has been traced to a large degree to the unsanitary conditions of the public schools. A rigorous inspection showed that the plumbing, even in some of the newer and finer buildings, was in a deplorable condition. A large force of men were immediately put to work, but it will cost a large sum for the repairs; at present, several buildings are not fit for use.

CHICAGO, ILL.—McKendree college has received an addition to the endowment fund of \$20,000. Mr. Chamberlain of the college, announced the giver to be D. K. Parsons, of Chicago, who is well known as a liberal benefactor toward educational institutions. McKendree is the oldest Methodist school in the West.

Mrs. Maria Kraus-Boelte, was re-elected president of the Kindergarten section of the N. E. A. at the Los Angeles meeting, altho it was her suggestion that another be appointed. The nominating committee expressed themselves as feeling honored to have Mrs. Kraus-Boelte reappointed.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES* (Current Events), semi-monthly, 50 cents a year; *ANIMALS*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Employment Contracts. Certificates of Qualification.

Under the consolidated school law of New York state authorizing trustees to employ such school teachers as are qualified (laws of 1894 c. 556) requiring the teachers to have certain certificates, a contract of employment was void where the teacher did not have a proper certificate at the time, tho he secured one before the term of his employment began.

(*O'Connor vs. Francis*, trustee, N. Y. S. C. App. Div., July 6, 1899.)

Note: This is a question of vital importance to teachers. The ruling of courts depends largely on the language of the statute. A contract made previous to obtaining a certificate or license has been held valid by some courts and invalid by other courts. Upon the question as to when the employment began the supreme court of Ohio (*School Dist. vs. Dilman* 22 Ohio St. 194.) it was held that the employment began, not at the time of the contract, but at the time of entering upon the performance of the duties of the position. If the certificate or license was properly obtained in the interval, the contract was valid.

School District Meeting.

Under revised statute of 1889 in Missouri three methods are designated for holding an election to make an increased assessment for building a school-house: First, at a meeting when called by the board of directors on their own judgment; second, when called by the board on petition of ten taxpayers; and, third, when the voters themselves, in annual meeting, assembled, see fit so to order. Notice of the special meeting and also of the people must be given in the first two methods, but no notice is required for the third. Voters in a territory within the limits of a newly created district shall meet within fifteen days after the formation thereof on notice signed by two resident freeholders, and such meeting shall be invested with the same powers as those prescribed for a first annual district meeting held under the provisions of the statute.

On the formation of a new school district by consolidating two districts, on a notice given to the qualified voters, duly signed, that a special meeting of the district will be held at a certain time and place, the meeting is empowered to select a site for a new school-house, and to authorize the directors to make an assessment for the purpose of building the same.

(*State ex rel. Burgess vs. Edwards*, Mo. S. C., July 12, 1899.)

Duties and Compensation of Truant Officers.

The law of Indiana (Act 1897 p. 248) requires children to attend school at least twelve consecutive weeks in the school year, and provides for the appointment of a truant officer, who shall receive two dollars for each day of actual service, and who shall serve one year, unless sooner discharged. When a child is habitually absent from school the officer shall notify the parent or guardian. Complaint may be made by him in court against delinquents; and that he shall furnish books and clothing to the poor, to enable them to attend. It was held that the officer's duty continues thruout the year, and not merely after the last twelve weeks of the school year, and he may receive compensation for a greater number of days than is included in a period of twelve weeks.

(*Board of Commissioners' Fountain county vs. Mass. Ind. App.* C. June 27, 1899.)

School Officers—Vacancy.

The laws of Michigan (Comp. Laws see 4668) provides, that in case of a vacancy among the trustees of a school district, not graded, the two remaining officers shall immediately fill such vacancy, and, in case of two vacancies, the remaining officer shall immediately call a meeting of the district to fill the vacancy. All provisions of the act shall apply to every school district in the state. Mandamus will not compel a member of a graded district to meet with his colleagues to fill two vacancies in the board, where it does not appear that the vacancy could not have been filled by an election.

2. The minority of the board have no authority to commence an action in its name, and, if they do so, they will be individually responsible for the costs.

(*Johnson et al. vs. Mitchell*, Mich. S. C., July 5, 1899.)

Levy of Tax.

Where the law (Comp. St. 1895) limits the amount of taxes which may be imposed by a school district to twenty-five mills on the dollar of assessed valuation for all purposes, except the payment of bonds issued by the district and the purchase and lease of a school-house, a tax to pay a judgment against a

school district cannot be issued and collected where the maximum amount of taxes authorized by statute for all purposes has already been levied.

(*Dawson County vs. Clark et al.* Neb. S. C. June 21, 1899.)

School District Bonds.

The law of South Dakota (1879, c. 14) makes school districts bodies corporate, with the usual powers of corporations for public purposes; and the law (1881, c. 24) further provides that the question submitted to the district shall be "the amount of bonds that shall be issued, and the time in which they shall be made payable; and also (section 3) prescribes the character of the bonds, and limits the issue to \$1500 except in municipalities of more than one thousand inhabitants; It was held that district officers were authorized to cancel unsold bonds regularly issued, and substitute therefor bonds specifying a different place of payment, the reissued bonds being identical in amount with those canceled.

(*Kunz vs. School Dist. No. 28*, Hutchinson County, S. Dak.)

School District—Excessive Tax.

A court cannot decide from the expenditures of the past alone that a tax voted by the election of a school district is arbitrary, oppressive and illegal, or that it will produce a sum which, added to the amount then on hand, will be in excess of the reasonable requirements of the district.

(*Clark et al. vs. Deveraux et al.*, Kans. C. of App., May 25.)

A Teacher Defined.

A teacher is not an officer in the ordinary sense of the word. He is not usually elected or appointed, but is employed—contracted with. He has duties to perform incident to his employment, but they are not official duties and he is not under oath.

(*Seymour vs. Over-River School Dist.* Conn. D. C., 53 Ct. 509.)

Important New Publications.

The *Collegiate* is the latest edition of *Webster's Dictionary*. It has the accuracy, clearness, and general excellence of the famous *International*, which ought to be found in every school-room of the land, but is more compact, easier to consult and lower in price. The vocabulary includes the scientific and technical terms likely to be met with in general reading and the words of the Bible, Shakespeare, and the masters of English literature. In the definitions, the language of the *International* has been retained as far as possible. The etymologies give the source of every known word, its derivation and the cognates of the English word in various other languages. There are a number of tables, including a revised list of prefixes and suffixes. On the whole, the *Collegiate* supplies the need of an intermediate dictionary. (G. & C. Merriam, Springfield, Mass.)

A new treatise on *Modern American School Buildings* has been recently issued under the authorship of Mr. Warren R. Briggs. Altho not meant to be a complete treatment of the subject, the author gives in the book the results of over twenty years' experience. The designs are entirely new and are prepared with a view to meeting the strictest requirements of the modern school. Many of the data used are gathered from various board of health reports, and similar sources, being given to show the deplorable condition of some of our best school buildings, and to influence school people toward a higher standard in school architecture. School buildings, except as the gift of some individual to perpetuate a name, are not monumental in character: such edifices are for every-day use; they should be well-lighted and ventilated, with the most sanitary conditions possible prevalent. The author says: "As they are erected by taxation of the people for the use of their children, it is obvious that no more money should be expended upon them than is necessary to secure a perfect building inside, and a pleasing one outside. It is a hard lesson for the masses to learn, but I hope some day that the great American public may be made to understand that good architecture does not consist of fantastic shapes and sharp contrasts, or that objects that are ornate are necessarily artistic. . . . In choosing an architect take the practical man . . . for the health, comfort, and safety of your children are more to you than the finest artistic effects." The subject of appropriations and competitions is taken up in a most sensible manner. Actual construction is taken up step by step. Entrance halls and stairways, windows and lighting, cloak-rooms, play-rooms, heating and ventilating, sanitary arrangements, are all discussed at length. The suggestions offered are, in general, tho not all new, placed in a new and forcible light, and they will go far toward convincing boards of education that school buildings are for practical use. (John Wiley & Sons, New York, pp. xxi + 411. \$4.00.)

The Exhibit of Books and School Appliances at Los Angeles.

It is the same story every year and it will go on until the exhibiting publishers and manufacturers of school supplies take a determined stand in their demands for fair recognition by the N. E. A. management and their local committees. The exhibit at Los Angeles was a dismal failure. The only ones obtaining any direct benefit from it were those that reaped the returns from space rents of the hall. As usual no one is to blame. The local committee had no idea of the importance of such an exhibit and the sub-committee instructed to look after the matter evidently took a very narrow view of the situation. And so the affair became a hold-up, pure and simple.

The N. E. A. derives a few hundred dollars each year from the attendance of the book and school supply men. The convention town draws more from this source, *per capita* than from any other. This ought to make both sides willing and ready to grant some concessions. But these are the least weighty considerations from the standpoint of simple justice.

No class of people make a closer study of the needs, demands, and progress of education, than those who supply text-books and other appliances for the schools. Their conversion to a new idea means an investment of money, sometimes a very large amount. With teachers, this usually means no more than a change of opinion, and if it comes high a change of heart. If their income were at stake each time, educational progress would be even slower than it has been. The exhibitors accordingly represent a class of students of education who as such are entitled to a respectful recognition. It would not be a bad plan to have them form a department of the N. E. A. provided they would dismiss dollars-and-cents discussions and purely clerical questions, and occupy themselves with the consideration of the probable outcome of the current advocacy of educational novelties, as to whether they have elements of permanency in them or whether they amount merely to fads. That is a minor point, however; the principal thing is that the exhibits made by these people are the results of a comprehensive study of educational conditions and wants, and, as such, must be regarded as worthy of the careful and sympathetic attention of the members of the N. E. A. who profess to take an interest in all phases of educational advancement.

Now as to the exhibit at Los Angeles. Those who supplied it spared no pains to make it attractive and instructive. But only a few teachers were at all aware of its existence. No fetching announcements were made from the platform at the general and department meetings, tho these might reasonably have been expected of the presiding officers. Moreover, the exhibit hall was located in a store several blocks away from the registration offices, and not one of the routes connecting the various meeting places and principal headquarters led by its doors. The following brief description of the exhibit will show in a measure how much had been provided for the fifteen thousand visitors, of whom only about two per cent. took the trouble to inspect it.

At Hotel Westminster.

The American Book Company, of New York, Cincinnati, Chicago and all leading cities, was as usual, most strongly represented. Messrs. J. A. Greene, of New York, Frank A. Fitzpatrick, of Boston, Arthur Cooper, of New York, A. W. Chaney, of Chicago, A. F. Gunn, of San Francisco, W. W. Seaman, of Los Angeles, Capt. Edwards, Portland, and J. R. Fairchild, of New York were to be found everywhere. No firm publishes a larger number of books for schools. Among the publications whose introduction was pushed with especial vigor were their Vertical Writing Books, the Natural Geography and Music Courses, Rice's Rational Speller, and McMaster's U. S. History. Their three rooms in the Westminster hotel were filled at all hours of the day and evening with visitors who were treated to music, candy, lemonade, and other inducements. Special rooms were provided for the ladies; these were in charge of Miss E. Fuller, of Riverside, California. The American Book Company had evi-

dently satisfied itself beforehand that the location of the hall provided by the local exhibit committee was a mistake, to say the least, and had the foresight to secure the most favorably situated rooms at the attractive hotel chosen for the headquarters of the executive committee.

The exhibit of the Prang Educational Company presented several new features. A complete set of large cards was shown, illustrating the sequence of lessons in the various grades. This new course, as was evident from the exhibit, takes up the course in drawing along eight general lines, including man and his environment, type forms and objects, historic ornament, nature study and fine examples of art. The cards for first grade gave illustrations of the child's amusements and surroundings. The study of plant growth was represented by drawings of entire plants and their fruits. Historic ornament was shown in color. The type forms were of vases, cups, and china colored in twelve shades. The entire set of charts was prepared under the supervision of Miss Sargent, who has done so much to make the Prang art courses a success.

At the Exhibit Hall.

The exhibit of D. C. Heath & Company, of Boston, New York, Chicago, San Francisco, and London, was a most attractive one. It was designed by Mr. Caspar W. Hodgson, the energetic and successful manager of the Pacific coast business of the firm, and consisted of a full line of school books. Everything about the booth was tastefully and artistically arranged. The decorations were in orange and white, the California colors. Flowers, jardinières, matillaja poppies carried the idea thruout of the orange and white, while the burlap, cushions, and furniture heightened the effect. Even the signs show the artistic merit of the display and are in keeping with all California colors.

D. C. Heath & Company's reception rooms at the Van Nuys hotel, adjoining the California headquarters, were free for both California university receptions and were furnished by the company. Mr. Charles H. Ames, of Boston, the well-known member of the firm, was in attendance. Special efforts were made to push the Natural Writing System, Thompson's Drawing, new course, Hyde's Lessons in English and Grammar, and Walsh's Arithmetics for grammar schools together with Wells' Mathematics, Modern Languages, Science and English for high school.

Wyckoff, Seamans, & Benedict, of New York, Chicago, San Francisco, and Los Angeles, were represented at Exhibit Hall by their Los Angeles manager, Mr. E. W. Pease, with two salesmen. They manufacture the Remington Standard Typewriter, and furnished the entire typewriter service to the N. E. A., both to local and national committees. The best operators were selected for this occasion, among them Miss Mae Orr, of New York, who is perhaps the fastest and most accurate typewritist in the country, and has done the work for the secretary of the N. E. A. since 1891. The operators of the firm were to be found in all the headquarters and everywhere were neat exhibits of Remington typewriters.

Rand, McNally & Company, of Chicago, who have branch offices in New York, Boston, Philadelphia, San Francisco, and Los Angeles, besides large representations in Europe, Australia, and South Africa, were represented in person by Fred G. McNally, vice-president, E. E. Smith, head of the Education Department, R. H. Allen, of the Map and Globe Department, Raymond McNally, local agent, with Henry Siemer, local agent, and Mrs. E. E. Smith, chaperon of the party. They gave a free excursion party to Altadena, the ranch of Mr. Andrew McNally, and excellent entertainment was furnished all visitors. They exhibited a large line of miscellaneous books, atlases, globes, and encyclopedias, together with readers and arithmetics. The specialty of the firm is, of course, map making for both educational and commercial purposes, since this was their initial business.

In the center of the hall, near the entrance, was the unique booth of Ginn & Company, of Boston, Chicago, and San Francisco, with Mr. S. C. Smith as representative of the firm. A full line of elementary and high school books were displayed. The books which were particularly conspicuous were the Educational Music System, the Shayler Vertical Round Hand, recently introduced into the San Francisco schools, the Cross Drawing, and a number of attractive supplementary readers.

The Perry Pictures Company, of Boston, had an elegant wall display of the widely known Perry Pictures. Mr. W. C. Twiss and Miss Adda Twiss were in charge of the exhibit. The beautifully illustrated *Perry Magazine* was much in evidence.

C. W. Bardeen, of Syracuse, N. Y., was represented by Mr.

A. W. Mumford, the energetic publisher of Chicago. Mr. Mumford also had an exhibit of his own publications, among them *Birds and All Nature* and the monthly *Child Study Magazine*.

The periodicals of the New England Publishing Company, of Boston, edited by Dr. A. E. Winship were ably and faithfully represented by Mr. M. A. Tucker, who made a special effort to increase the circulation of the *Journal of Education*, *American Primary Teacher*, and *Modern Methods*.

The representatives of C. F. Weber & Company, of Chicago, were Geo. H. Bancroft, as manager, R. D. Brunson, general salesman, and Edwin Clarke as special salesman, all from the Los Angeles office, together with J. W. Fricke, the general manager from San Francisco. Their exhibit consisted of school furniture and apparatus along with a complete line of school supplies and chemical apparatus, among the articles which were especially pushed were Weber's all wool Noiseless and Dustless Erasers, Alpha's Dustless Crayon, Hyloplate Blackboard, both green and black, the Weber-Andrews Globes, and the Triumph Adjustable Automatic School Desk.

The Ellis Publishing Company, of Battle Creek, Michigan, and San Francisco was represented by C. E. Howard. This firm publishes the widely used "Actual Business Systems of Commercial Training" along with helps in bookkeeping in general, and the "Learning by Doing" series. They made especial efforts to introduce the Actual Business System and to secure advertisements for commercial schools.

The Educational Publishing Company, of Boston, New York, Chicago, and San Francisco, had a neat exhibit of educational works, in charge of their general manager for the coast, Mr. E. S. Smith, who was assisted by Mr. Wm. P. Kimball as salesman. Aside from the *Popular Educator* and *Primary Education* the firm makes a specialty of supplementary readers and school libraries.

Mr. Smith also represented the Potter & Putnam Company, of New York. The leaders of the display were Vertical Reading Charts, a series of vertical writing books and supplementary readers.

The local firm of Lazarus Melzel, with Miss Mildred Kirk in charge, exhibited products of the Esterbrook Pen Company. They also displayed a full line of Milton Bradley Company's goods. The latter was shown by Miss Lillian Abbott.

Some of the musical publications of Novello, Ewer & Company, of New York and Chicago, were on exhibit in the hall, among them a large number of copies of Howard's Music Readers. The firm was represented by Mr. Gray, the American manager of the firm.

T. D. Jones, a local firm represented by Mr. F. Eugene Coblur, exhibited supplies of the Denison Manufacturing Company, and Steiger & Company, of New York. These were Globes, Text-books, Supplementary Readers, and Kindergarten Material.

Mr. Mark Keppel showed the goods of the Holden Patent Book Cover Company, of Springfield, Mass. These were the universally known Book Covers and also Binders, and Transparent Paper for Repairing Tears.

H. S. Sook & Son, of Los Angeles, was represented by Mr. H. S. Sook, who made it his business to demonstrate that the Universal Artificial Green Slate Blackboard was the best thing manufactured.

Bausch & Lomb Optical Company, of Rochester, N. Y., and San Francisco were represented by Mr. Chas. C. Riedy, of San Francisco, and Mr. L. B. Elliott, the manager of the firm's publication department at Rochester, N. Y. The firm's microscopes and biological supplies consisting of microtomes, dissecting instruments, glassware, stains, and chemicals made an attractive exhibit. Mr. Riedy did perhaps more business than anyone else in the hall, among his sales being a large order of fine microscopes for a normal school. Mr. Elliott made friends for *The Journal of Applied Microscopy* published by this firm. The leaders of the firm at this exhibit were the AAB and the BB Microscope.

A. L. Robins & Company, of Chicago, made a very fine showing. Messrs. M. L. Seymour and Maxwell Adams were in charge as managers. Scientific apparatus for schools and colleges, including electrical and projecting apparatus, made up their line of display. Physical apparatus attracted particular attention.

The Vir Publishing Company, of Philadelphia, had Mr. F. H. Disbrow in charge of its Self and Sex Series.

The display of Wadsworth, Howland & Company, of Boston, was tasty and artistic. Mr. H. A. Putnam showed a line of painting and water colors in boxes and tubes for schools.

The Macmillan Company, of New York, Chicago, Boston, and San Francisco, was represented by Mr. E. F. Goodyear, the manager at San Francisco, with Melville Dozier, Jr., as assistant. Their exhibit consisted largely of high school and college

text-books. Their leaders were histories and nature study books.

The exhibit of the Whittaker & Ray Company, the only San Francisco publisher represented, was in the hands of the secretary and manager Chas. M. Wiggins, assisted by Miss Sophie Faught and H. J. Miller, both old employees of the house. Besides their own publications they displayed the lines of such prominent Eastern publishers as Silver, Burdett & Company, Boston, Werner School Book Company, Chicago, The Morse Company, New York, Phonographic Institute, Cincinnati, Hinds & Noble, New York, Edgar S. Werner, New York, Williams & Rogers, Rochester, N. Y., and the Public School Publishing Company, Bloomington, Ill. Their subscriptions cover D. Appleton & Company, Chas. Scribner's Sons, Perry Mason & Company, together with school apparatus for J. M. Alcott & Company, Chicago, Bellows Brothers, Chicago, American Novelty Company and others. Their own leaders were books by David Starr Jordan and Joaquin Miller.

Other N. E. A. Notes.

Mr. H. E. Hayes, manager of the educational department of D. Appleton & Company, was busy describing the special merits of the Twentieth Century Series of Text-Books, just making their appearance under the editorship of Supt. Nightingale, of the Chicago high schools.

For once Mr. Frank Fitzpatrick, took an active part in the meetings. His striking, soundly practical remarks before the National Council were well received. He has a keen eye for an argument in favor of the under dog.

The complimentary excursion arranged by Rand, McNally & Company for the teachers of Illinois was a most enjoyable one. A special train took the merry party to the beautiful grounds of Mr. Andrew McNally at Altadena, Cal. The outing was



F. G. McNally.

skillfully planned and personally conducted by Mr. Fred McNally, who made it his duty to see that every one had his full share of pleasure. That day will live long in the memories of those who were with the party.

Mr. Caspar D. Hodgson, the Pacific coast manager of D. C. Heath & Company, takes a thoughtful interest in the progress of educational theory and practice. The California field is a most difficult one for bookmen owing to the peculiar school laws of the state; yet in spite of this and other obstacles he has been very successful, and his vigorous and tactful work gives promise of still greater results.

Mr. Charles E. Stokes, the Pacific Coast agent of Thos. Cook & Son, managers of tours and excursions, made strong efforts to organize parties to the Hawaiian islands. But there had been little or no advance advertising, and, as a result, the visiting teachers were not prepared for a trip to our first new possessions in the Pacific. Mr. Stokes is an experienced excursion agent and soon recognized the difficulty of breaking into already fixed outing programs, tho he succeeded in interesting many in the attractions of the Pacific islands.

Mr. Charles C. Riedy, the California agent for the Bausch & Lomb Optical Company, received an order for 30 fine B B, 44 microscopes from the San Diego State normal school.

Mr. H. L. Samson, of England, is in this country to study the field of scientific laboratory supply. He is thoroly trained in scientific work and is an expert judge of chemical, physical and biological apparatus.

These N. E. A. Notes will be continued in succeeding numbers.

Personal Notes.

Mr. James Baldwin, one of the editors for the American Book Company, is now on his vacation, but owing to a persistent illness is not able to be about. How soon he will be able to return to his work is very uncertain.

State Supt. Nelson, of Kansas, has recently issued a circular giving in detail the cost of school supplies and books adopted by the state text-book commission. According to the new law no outside firm can sell school supplies to the schools of Kansas, the contracts being awarded by the state commission.

Messrs. A. W. Elson & Company, of Boston, have recently placed a \$300 art collection in the Montreal high school, and twenty-five large Greek and Roman prints have been hung in the Canadian house of parliament.

The same firm has also recently placed a choice collection in the Washington Irving high school at Tarrytown, N. Y. This collection comprises Roman, Greek, and Egyptian subjects taken direct from the original pieces and printed on carbon paper, giving wonderfully soft pictures, nicely modeled. The descriptions are given by Prof. F. B. Tarbell, of the University of Chicago. The Egyptian series is especially described by Dr. Geo. A. Reisner, who is connected with the Gizeh museum at Cairo. The thirty-seven pictures have been on exhibition at J. C. Witter Company's art store on Fifth avenue. A large number of schools in various parts of New York state have similar collections, thanks to the offer of the University of the State of New York, to duplicate any appropriations made by a school board for art decoration purposes.

The Powers Regulator Company, of Chicago, have recently obtained the adoption of their automatic system of heat regulation in many schools, including the Kimball street school, Elgin, Ill.; fifth and sixth ward schools, Racine, Wis.; high school, La Grange, Ill.; high school, Harvey, Ill.; eleven public schools, Detroit, Mich.; Oak Ridge school, Chicago, Ill.; Hendricks school, Chicago, Ill.; law school, University of Pennsylvania, Phila., Pa.; high school, Norristown, Pa.; Western high school, Detroit, Mich.; Northeast grammar school, Philadelphia, Pa.; East high school, Cleveland, Ohio; Harmon school, Cleveland, Ohio.

Mr. Ralph W. Smith, treasurer of the H. P. Smith Publishing Company, has just returned to the city after a long illness. Mr. Smith went to Vermont last April, but he is now quite himself again.

Mr. Yeaw, of Maynard, Merrill & Company, has been enjoying a vacation for the last few weeks. He returned the last week in August.

Manager Cochrane, of the Prang Educational Company, has been for some weeks in Boston arranging for the fall business. Heed return to New York about the last of August.

R. H. Galpen, formerly of No. 3 East 14th St., New York, has become associated with the Potter & Putnam Company, No. 74 Fifth Ave. He will have charge of the school furnishing department of this firm.

Mr. J. S. Jaques, who in the past has been with Peckham, Little & Company, has been engaged by the Potter & Putnam Company. He will assist Mr. Galpen in the school furnishing department.

Miss Fraser, of the J. C. Witter Company, has been in Europe for several months buying pictures and casts. The firm announce many new importations for the fall, novelties in the art line, and art works that have not been offered before.

Change in the "Atlantic Monthly."

Announcement is made of the resignation of Walter Hines Page, editor of the *Atlantic Monthly*, to accept a position with Harper & Bros. Mr. Page has been connected with this magazine and with the firm of Houghton, Mifflin & Company for several years. The new position with Harper Bros. will be a permanent one, the most important work for the present being the editing of the new "American Encyclopedia" to be published by the Harpers and Doubleday & McClure. Mr. Page was editor of the *Forum*. He received his college training at Randolph-Macon college, N. C., and Johns Hopkins university.

Prof. Bliss Perry, of Princeton university, has succeeded to the editorship of the *Atlantic Monthly*. Prof. Perry is well known as an author, and he will undoubtedly be a success in the work upon which he has entered.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to Editor of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

Charts, Books, and Catalogs.

A French publisher has issued a set of ingenious charts for nature study and allied subjects. They contain actual samples of raw material (if a commercial commodity) in the various stages of development and manufacture. These are firmly secured to the chart and the explanations printed in large letters. The charts are portable and are intended primarily for use among rural schools, being transported from one to another as occasion requires.

The Werner Company, of Akron, Ohio, has one of the largest book manufacturing plants in the country. Some figures taken from *Geyer's Stationer*, are given below in regard to the revised edition of their "New American Encyclopedia Britannica." At the opening of the present book season, the orders for this work aggregated 37,600 sets of fifteen volumes each. For the immediate demands of trade 564,000 volumes were necessary. Each of these books contained over six hundred pages with two columns of printing to the page. In the edition there is a total length of printed matter of 90,234 miles, reckoning the total length of the columns in a continuous line from end to end.

The total weight of the edition is about 1,700,000 lbs. Over fifty-five car-loads of paper were required for the 37,600 volumes.

The Ithaca Botanical Supply Company, of Ithaca, N. Y., have issued a list of microscopic preparations and mounts. Those offered form a most complete and valuable selection. The High School Botanical set contains a full number of mounts for use in the study of microscopic botany, including many which few high schools have. Besides the above, single mounts are supplied of certain parasitic fungi, the mosses, and ferns. It is an extensive list of specimens from which to select.

The Inductive Geography by Supt. Charles W. Deane, of Bridgeport, Conn., and Mary R. Davis is something unique in the way of a geography and at the same time it is most practical and interesting. The aim is preparing the book, as stated by the authors, "has been to present sufficient material to acquaint the pupil with the great forces that are operating upon the earth, the modifications that are being wrought in its structure and conditions, and the influence of these upon the life and activities of mankind. All that is well enough, but the way in which this is done is what renders this book of special value for school work. The geography is exactly what its title suggests—*inductive* with all that the word means. With its aid this study, so often a bugbear to pupils, must be enjoyable. The size of the book is 7½ x 11 inches so that it is less unwieldy than most geographies. The maps give just what pupils need to remember with all unimportant detail omitted. (Potter & Putnam, New York. Price, 75 cents.

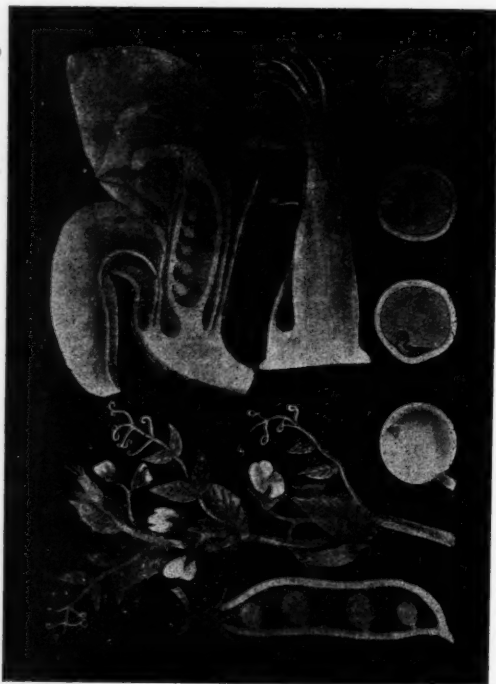
Botanical and Zoological Charts.

The charts imported by the J. L. Hammett Company, are excellent as aids to science and nature study. The diagrams or drawings are printed in colors against a dark ground. The coloring is faithfully done, and the size of diagrams is large, the charts themselves being 30" x 39". They are compiled by Prof. Heinrich Jung, of Darmstadt, Germany. These charts are not made to accompany any one text but as an assistance in science work. Each set of charts is accompanied by a full descriptive key. The illustration on following page will show in a measure the general plan and arrangement. There are thirty charts on botanical subjects, each containing a characteristic



Suggestion for a Geographical Chart.

specimen of a given family or class, the set covering the field of botany by indicating the features common to the class.



Among the plants illustrated may be mentioned the scarlet poppy, horse-chestnut, potato, carrot, sunflower, orchids, mould, and fresh-water algae.

The zoological charts are equal in number and are selected in a similar way, only types of a class being chosen. The sixty plates are most valuable for reference and for practical work as well.

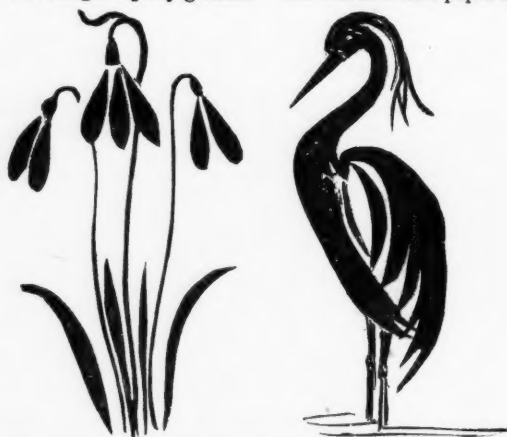
Brushwork.

Miss Elizabeth C. Yeats has prepared a "Brushwork Copy-Book," consisting of a series of graded studies in this brushwork. The book is published by George Philip & Son, of



London. The first lessons in the work are so simple that they can be undertaken by very young children. The grading is

carefully done and the change from the easier to the more difficult designs is very gradual. The result is that pupils are



able to paint really elaborate pictures in a few months' work. The accompanying illustrations show some of the designs from the "Brushwork Copy-Book," reduced. Others represent the actual work of pupils, copied from designs given in the book.

Indian Pictures for the School-Room Walls.

The Indians have become favorite subjects for the consideration of artists and writers. It has taken a hundred years of life on this continent for us to learn that the Indian is not necessarily, as has been supposed, a "savage," or at any rate a being whose life is on a very low plane but that there are in this country Indians whose civilization is hundreds of years old and who lived in villages perhaps long before our ancestors. A study of the various tribes of the true "Americans," is really deeply interesting and can be made most delightful in connection with school-room work.

Books on the life of the Indians, especially those of the Southwest, are numerous, but pictures will do more to interest pupils, especially the younger children, than any descriptions, no matter how vivid they may be. We are fortunate in having, in connection with the Indian life, the work of an artist, Mr. E. A. Burbank, who has spent several years among the various tribes, painting portraits from life. Twelve of these have been reproduced in the original colors, by the Arts and Crafts Publishing Company, of Chicago. The set consists of portraits of members of twelve different tribes of Indians, including Chief Joseph, of the Nez Percés, Geronimo, chief of the Apaches, a Pueblo woman of Laguna, a Moqui showing the peculiar head-dress of the young women, a Kiowa woman (painted at Fort Sill, O. T.), and a little Moqui baby with its head set in a board such as is worn by the young girls of the tribe during one of the sacred dances.

The pictures were first issued in connection with *Brush and Pencil*, but they can now be obtained separately, forming a most valuable and interesting series.

An illustration showing six of the series of Indian portraits will be found in THE SCHOOL JOURNAL next week.

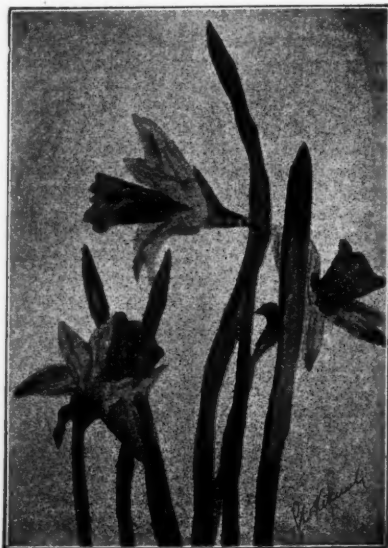
Individual Deportment Records.

Some states have abolished corporal punishment from their public schools, and the others will doubtless sooner or later follow their example.

Solomon remarked, "Spare the rod and spoil the child." Solomon, however, was advising parents, and not public school teachers. It may be that there are cases where corporal punishment is a wholesome disciplinarian proceeding in the control of wise parents. In public schools, however, the practice is, to say the least, of very doubtful benefit, and its prohibition is a wise measure. But what is to take its place?

No work of the school-room is to be compared in value with efficient training in rightness of conduct toward our fellows. To teach the child to be considerate of the rights of others, is to make him a worthy citizen and welcome neighbor, an accomplishment of far greater importance than to make him a mathematician, a linguist, or a "scholar."

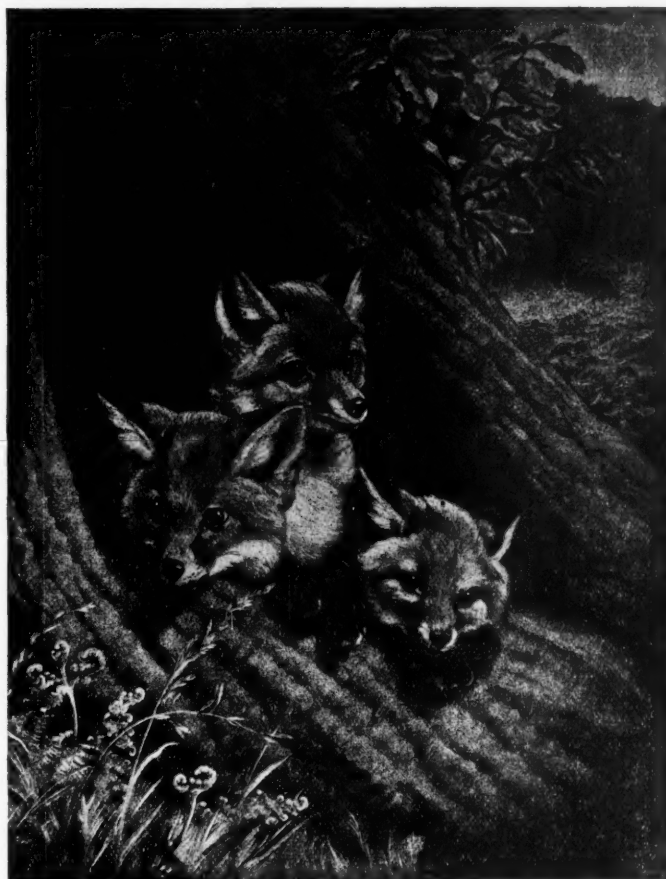
If it be worth while to take the teacher's time to keep a set of records to spur attendance and punctuality, and another to spur attainment in studies, then it would appear worth while to adopt some systematic plan to spur the formation of right moral character. The high "record" is always an insistent provoker of increased effort. Should not moral attainment have the advantage of a well devised system of records which should be a constant reminder of achievement, and a constant stimulus to success? Rivalry in attendance, and rivalry in study are



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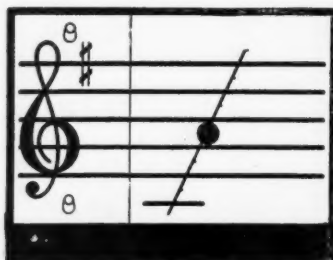
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both worth while when reasonably stimulated. Rivalry in right conduct should have the most effective inspiration it is possible to devise.

The system of deportment (disciplinary) records just being issued by E. L. Kellogg & Company, are admirably suited to spur both teacher and pupil to systematic practical work in the rightness of school life. They take away the worry and solicitude of the teacher over the problem of how to make pupils thoughtful regarding conduct. They also give each pupil a constant reminder of how near he is to the danger line, and provide him with a means wholly in his own power of removing every demerit on his record. In other words, they have a white record as well as a black record. That is, the "red letter" days can be made to strike out the records of the ugly days, and thereby, redeem the pupil's standing. Faithfully used, as are the records of attendance, recitation, and examination, they cannot fail to improve discipline, relieve worry, and assure success in the most difficult department of the teacher's work. Better than all, they must result in higher attainment of moral training for the life character of the pupils.

The Music Hand Chart.

This unique piece of apparatus stands in the same relation to music as the numeral frame does to number. The chart is made of very heavy cardboard with bound edges, 11 x 15 inches in size. The staff is printed on both sides exactly alike, even to the position of the lines. A diagonal slot across the staff allows a wooden peg, to which the note is attached, to move freely up and down. This note is displayed on both sides, being read by the teacher as well as the pupils, when held up before a class. Signature cards are furnished for all keys. The teacher always faces the class, and blackboard work is almost altogether done away with. By the use of a device of this kind, the pupil can master sight-reading with the least

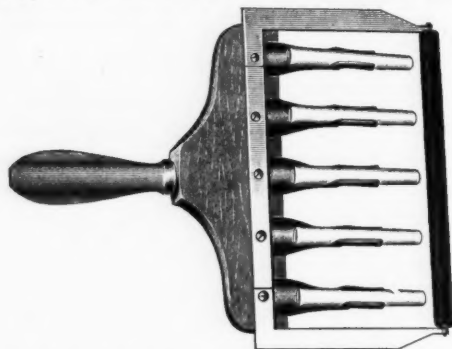


possible effort on the part of the teacher. The pupil cannot commit the exercises to memory, as is so easily done with the usual wall chart. The hand chart may be used with any system of teaching music; it keeps the class interested, individual work may be done more rapidly, and

above all it can be used in all grades from the lowest to the normal school. Concise directions are printed on the back of each chart. This invention is the work of Prof. George H. Brock, a man of wide experience in music teaching, both private and public. The chart is published by Milton Bradley Company, of Springfield, Mass.

The Adjustable Blackboard Liner.

The blackboard liner here illustrated is a piece of apparatus that can be utilized in any school. The instrument will help materially in those classes where blackboard illustration is in general use. Parallel lines, concentric circles and arcs, and other geometrical forms may be drawn by means of the instru-



ment. The detachable roller insures absolutely accurate work without the aid of a ruler.

By the mere adjustment of the crayons, any desired alignment may be obtained, for a number of five lines or less. The uses of the instrument are not confined to the blackboard, but pencils or pens may be substituted for crayon and its uses extended to paper or cloth and other writing and drawing surfaces. The liner is manufactured and sold by Edward E. Babb & Company, Boston, Mass. They will send circulars upon request.

New Books.

Tarbell's Lessons in Language and Grammar was prepared by Horace S. Tarbell, LL.D., superintendent of schools, Providence, R. I., and Martha Tarbell, Ph.D., in the belief that neither language lessons alone nor grammar alone affords the best training in the art of speech, but a union of the two subjects should be co-ordinated, not merely treated in sequence. Language and grammar, they hold, should be pursued as one study, in both divisions of which there should be lessons and exercises every week. To enable teachers to devote conveniently the desired amount of time to each branch of the work *Book I* of the series has been divided into two parts—a language part and a grammar part. In the first part are given exercises in punctuation, letter writing, synonyms, and composition, in the order most convenient for apprehension and use. The brief treatment of the sentence and the parts of speech, with some of their uses and modifications, in the second part, furnishes to the teacher and pupils a set of intelligible, definite, and convenient terms for use in their discussions of the first part. (Ginn & Company, Boston.)

The *New Century Readers* in the Rand-McNally Educational Series contain some important features to which we will call attention. The *First Reader* takes the child into his own environment and deals with the phases of child life in which he is interested. The plan of the book has been centered about the lives of five little playmates whose experiences are common to childhood in this age and country. The use of phonics makes the child independent by giving him the power to find new words for himself. Groups of words arranged in families have been given, as it is essential that the children see these in print as well as in script. Plenty of seat work is provided in paper, charcoal, colored chalk, cardboard, etc.

Having become acquainted with the social life of children of his own country in the first book, in the *Second Reader* he is made acquainted with the mode of living of children of foreign lands. Indian, Chinese, Japanese, Eskimo, Norwegian, Dutch, and German children are introduced in such a way that the reader cannot help but be interested. In addition the folk-stories and myths characteristic of these different peoples have been given.

When ready for the *Third Reader* the pupil has arrived at a period of life when he begins to realize that books may be his friends. Matter of a high quality has therefore been placed before him. It covers a wide range of thought and adjusts itself very carefully to the sympathies of childhood. The selections are from some of the best prose and verse writers in the language. They are on nature subjects, myths, fables, etc.

With the *Fourth Reader* the pupil begins to study something more than the pronunciation of words. From this point on he is trained in the gathering of thought from the words or symbols with which he has become familiar. This book is a great advance in the character of the selections on those in the third book.

The *Fifth Reader* is a fine volume selected and adapted from the world's standard literature. It would be idle to attempt in the space at our command to give an idea of the variety and richness of the contents of this book. A large proportion of the selections are oratorical in character. (Rand, McNally & Company, Chicago and New York.)

Two arithmetics recently issued are quite out of the ordinary in their plan and ought to attract considerable attention. The books referred to are two numbers of Hall's Mathematical Series. The *Elementary Arithmetic*, based on what is called the Spiral Advancement Plan, is unusual in arrangement and treatment of subject. The four divisions, addition, subtraction, multiplication, and division, the last called "partition," are taken up from the start. Even in the earlier pages these five operations are introduced, and as the work progresses, more difficult variations are given leading up to the other processes, such as decimals and mensuration. The *Complete Arithmetic* is arranged on similar principles, carried to more advanced stages of the work. Instead of treating each subject in an isolated chapter, it is taken up all thru the book, more or less, by gradual steps. (The Werner Company, New York, 35 cents and 60 cents.)

Dryden's *Palamon and Arcite*, or *The Knight's Tale from Chaucer* has been added to the handsome little volumes of Macmillan's Pocket English Classics. The notes and introduction given, a sketch of Dryden, and an idea of his age and the service he performed for it, together with a history of the poem, are furnished by Percival Chubb. (The Macmillan Company, New York. 25 cents.)

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By HERBERT E. AUSTIN, Instructor in Science in the Maryland State Normal School. Boards. 7x8 inches. 88 pages. 30 cents.

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With Applied Business Forms. By J. W. SHAW. Boards. 116 pages. 7 1/2 x 10 inches. Introduction price, 60 cents.

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Books of the Year.

The following list includes the text-books which have been published since September, 1898. No new or reprinted editions are included in this list. Any of these books may be obtained, postpaid, for the price given.

Language and Reading.							
Newcomer. Elements of Rhetoric.	1.00	Holt.	Moore. Latin Prose Exercises.			U. P. C.	
Ed. by Lucas. Verses for Children.	2.00	"	Bain. First Latin Book.			"	
Buck. Course in Argumentative Writing.		"	Gildersleeve. Latin Grammar School Edition.			"	
West. Elements of English Grammar.	.60	Macmillan.	Rolfe-Dennison. Junior Latin Book.	1.25	A. & B.		
Hart's Primary Grammar.	.25	B.F. Johnson					
" Advanced Grammar.	.35	"					
Horner. Comparative Chart of Prominent Authors.	.25	Macmillan.					
Brown. Selected Stories.		"					
Tarbell. Lessons in Language and Grammar.		Ginn.					
Bass. The Beginners' Reader.	.25	Heath.					
Thompson. For Childhood Days—New Century Reader.	.28	Morse.					
Tales from Dickens.	.40	Pitman.					
Cook. Dryden's Palamon and Arcite.	.25	S. F. & Co.					
Spear. Preparing to Read.		N. E. Pub Co					
Holden. Stories from the Arabian Nights.		D. A. & Co.					
Longmans. Ship Literary Readers.		L. G. & Co.					
Pendleton's Grammar Analysis.	.10	B.F. Johnson					
Roat. Helps in Grammar.	.50	Bardeen.					
Hazen. Grade Spellers. Book I.		Ginn.					
Harrison-Baskerville. Anglo-Saxon Reader.	1.20	Barnes.					
Chubb. Study and Teaching of English.		Macmillan.					
Blaisdell. Child-Life Readers, Vol. I.	.25	"					
Vol. II. Child-Life in Tale and Fable.	.35	"					
Herrick-Damon. Composition and Rhetoric.	1.00	S. F. & Co.					
Evan. Manual of Grammar.	.75	Bardeen.					
MacEwan. Essentials of Argumentation.	1.12	Heath.					
Cairns. Introduction to Rhetoric.		Ginn.					
Cyr. Fifth Reader.		"					
Lyte. Elements of Grammar and Composition.	.50	A. B. C.					
New Testament Stories.	.50	Macmillan.					
Parker. A Summary of the Principles of Rhetoric.	.25	Harper.					
Spalding & Moore. The Language Speller.		H. P. S.					
Hazen's Language Series: First Book of Observation, Thought, and Expression.	.32	S. B. & Co.					
Second Book	.60	S. B. & Co.					
Ed. by Baldwin. Four American Poets: Bryant, Longfellow, Whittier, and Holmes.	.50	Werner.					
Brown. Elements of English Grammar.		"					
Sprague. Primer and First Reader.	.25	R. McN. & Co.					
Speller and Word-Study Book.	.25	"					
Hall. Practical English Grammar.	.55	"					
Hall. Primary Grammar and Composition Readers. Lights to Literature Series:	.35	"					
First Reader.	.25	R. McN. & Co.					
Second "	.36	"					
Third "	.48	"					
Fourth "	.60	"					
Fifth "	.90	"					
A list of the important publications on pedagogical and similar subjects was published in THE SCHOOL JOURNAL of June 24.							
Latin.							
Ritchie. Easy Latin Passages.	.75	L. G. & Co.	Weick. Schreib und Lesebibel.	.20	A. B. C.		
St. Clair. Caesar for Beginners.		"	Eclectic German Series—First Book.	.20	"		
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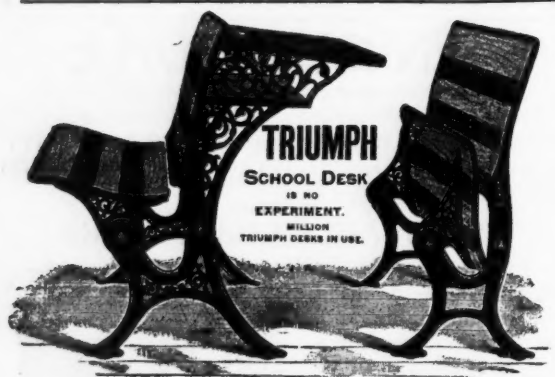
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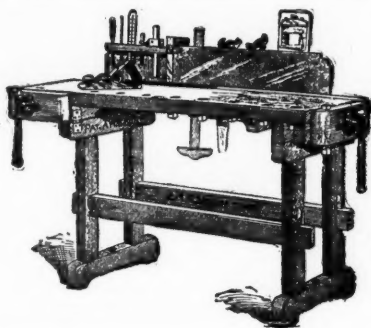
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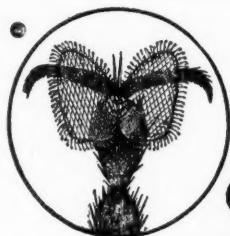
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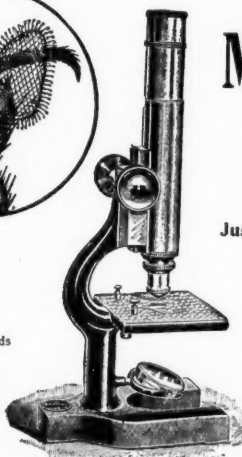
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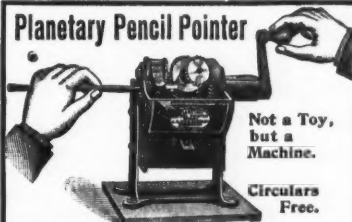
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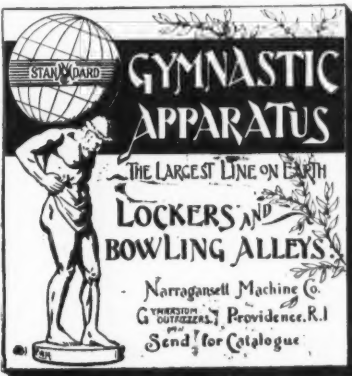
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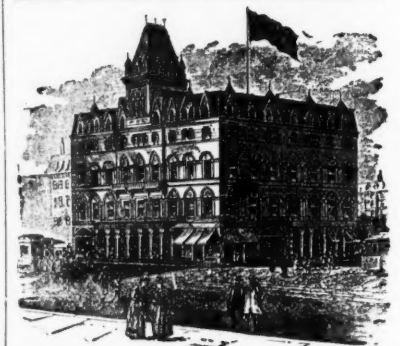
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Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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